



**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

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy. W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy. W.8.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy. W.8.2.a</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy. W.8.2.b</b>	<b>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy. W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy. W.8.4</b>	<b>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.)</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.S L.8</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.S L.8.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.S L.8.1.a</b>	<b>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-</b>	<b>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</b>

	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	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.

### 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

Grade 8 - Adopted: 2010

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	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.

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L.8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L.8.6</b>	<b>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.</b>

### 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

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R.8</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R.8.1</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R.8.2</b>	<b>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.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R.8</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R.8.4</b>	<b>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.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.W.8.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.W.8.2.a</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.W.8.2.b</b>	<b>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.W.8.2.d</b>	<b>Use precise language and domain-specific vocabulary to inform about or explain the topic.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-</b>	<b>Provide a concluding statement or section that follows from and supports the information or explanation presented.</b>

	Literacy. W.8.2.f	
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.W.8.4</b>	<b>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.)</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.W.8.8</b>	<b>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.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.8</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.8.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.a</b>	<b>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.b</b>	<b>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.c</b>	<b>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.d</b>	<b>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .8.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.L .8.1.d</b>	<b>Recognize and correct inappropriate shifts in verb voice and mood.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>

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.

### 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

Grade 8 - Adopted: 2010

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.

**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**

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.8</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.8.1</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.8.2</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.8</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.8.4</b>	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.
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.8.6</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.W.8.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.W.8.2.a</b>	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.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.W.8.2.b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.W.8.2.d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.W.8.2.f</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Production and Distribution of Writing</b>

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	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		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

<b>CLUSTER</b>		
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	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).
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.L .8	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	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.

### 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.

## Common Core State Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	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.
<b>STANDARD</b>	CCSS.EL A- Literacy.R L.8.2	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	CCSS.EL A- Literacy.R L.8.4	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	CCSS.EL A- Literacy.R L.8.10	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-	Reading Standards for Informational Text



	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	CCSS.EL A- Literacy.R I.8.4	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	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.

### 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	CCSS.EL A- Literacy.R I.8.4	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	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.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.

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.L .8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.L .8.4</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.L .8.4.a</b>	<b>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.L .8.4.d</b>	<b>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).</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.L .8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.L .8.6</b>	<b>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.</b>

### 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

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.S L.8</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.S L.8.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.S L.8.1.a</b>	<b>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.S L.8.1.b</b>	<b>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.S L.8.1.c</b>	<b>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.S L.8.1.d</b>	<b>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.S L.8</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>

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.

### 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

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	CCSS.EL A- Literacy.R I.8.4	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	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

	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	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		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

Grade 8 - Adopted: 2010

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

<b>CLUSTER</b>		
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy. W.8	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.S L.8	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</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.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	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

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy. W.8	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	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	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.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	Recognize and correct inappropriate shifts in verb voice and mood.



	A-Literacy.L .8.1.d	
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.L .8	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	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.

**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

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R I.8	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	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.
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R I.8	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	CCSS.EL A-Literacy.R I.8.4	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy. W.8	Writing Standards
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy. W.8	Writing Standards
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	CCSS.EL	Produce clear and coherent writing in which the development, organization, and style

	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.)
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.8</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.8.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.a</b>	<b>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.b</b>	<b>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.c</b>	<b>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.d</b>	<b>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.8</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.8.2</b>	<b>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .8.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.L .8.1.d</b>	<b>Recognize and correct inappropriate shifts in verb voice and mood.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .8.4</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.L .8.4.a</b>	<b>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-</b>	<b>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).</b>

	Literacy.L .8.4.d	
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.L .8	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	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.

**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**

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy. W.8	Writing Standards
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy. W.8	Writing Standards
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	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.)
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy. W.8	Writing Standards
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	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.
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	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.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.

### 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 / 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 .8.6	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.

### 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

Grade 8 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
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	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 /	CCSS.EL	Speaking and Listening Standards

<b>DOMAIN</b>	A-Literacy.S L.8	
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.L .8	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	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.

### 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

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R I.8	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	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.
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R I.8	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	CCSS.EL A-Literacy.R I.8.4	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.S L.8	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	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

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-	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 / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.8.4	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	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	Speaking and Listening Standards



	L.8	
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		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

Grade 8 - Adopted: 2010

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.

### 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

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	CCSS.EL A- Literacy.R I.8.4	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
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.

### 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

Grade 8 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-	Reading Standards for Informational Text
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	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	CCSS.EL A- Literacy.R I.8.4	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	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.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

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.8</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.8.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.a</b>	<b>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.b</b>	<b>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.c</b>	<b>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1.d</b>	<b>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.8</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.8.2</b>	<b>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .8.6</b>	<b>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.</b>

**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 be authentic and reputable.

**Common Core State Standards**

**Language Arts**

Grade 8 - Adopted: 2010

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

<b>CLUSTER</b>		
<b>STANDARD</b>	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.
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.R I.8	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.R I.8.4	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.
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.R I.8	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.R I.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy. W.8	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy. W.8	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD</b>	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.)
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.S L.8	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	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	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.

### 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

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	CCSS.EL A- Literacy.R I.8.4	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	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 /	CCSS.EL	Language Standards

<b>DOMAIN</b>	A-Literacy.L.8	
<b>CATEGORY / CLUSTER</b>		Conventions of Standard English
<b>STANDARD</b>	CCSS.EL A-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>EXPECTATION</b>	CCSS.EL A-Literacy.L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.L.8	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	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).
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.L.8	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	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

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.S L.8	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</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.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.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.

## 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-	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R I.8</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R I.8.4</b>	<b>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.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy. W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy. W.8.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy. W.8.2.a</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy. W.8.2.b</b>	<b>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy. W.8.2.d</b>	<b>Use precise language and domain-specific vocabulary to inform about or explain the topic.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy. W.8.2.f</b>	<b>Provide a concluding statement or section that follows from and supports the information or explanation presented.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy. W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy. W.8.4</b>	<b>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.)</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy. W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy. W.8.8</b>	<b>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.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.S L.8</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.S L.8.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

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		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.