

Social Studies Grade 8 Enrichment

Unit 1: Media Literacy Skills

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RI.CR.8.1. [Reading informational Texts.Close Reading of Text.8.1](#). Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. [Reading informational Texts.Central Ideas and Themes of Texts.8.2](#). Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. [Reading informational Texts.Interactions Among Text Elements.8.3](#). Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. [Reading informational Texts.Text Structure.8.4](#). Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. [Reading informational Texts.Perspective and Purpose in Texts.8.5](#). Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. [Reading informational Texts.Diverse Media and Formats.8.6](#). Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. [Reading informational Texts.Analysis of an Argument.8.7](#). Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 🌱

RI.CT.8.8. [Reading informational Texts.Comparison of Texts.8.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing Domain

W.AW.8.1. [Writing.Argumentative Writing.8.1](#). Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

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

W.WR.8.5. [Writing. Writing Research.8.5.](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. [Writing. Sources of Evidence.8.6.](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 🌱

W.RW.8.7. [Writing. Range of Writing.8.7.](#) Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Integration of Climate Change:

RI.AA.8.7. [Reading informational Texts. Analysis of an Argument.8.7.](#) 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. 🌱

W.SE.8.6. [Writing. Sources of Evidence.8.6.](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 🌱

[Career Readiness, Life Literacies and Key Skills](#)

Standard	Performance Expectations	Core Ideas
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	

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9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).	There are ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).	
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.	
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.	
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.	
<u>Central Idea/Enduring Understanding:</u> To prepare students to be thoughtful and active participants in democracy, we must help them develop critical thinking and media literacy skills. These skills help students judge the reliability of the information they encounter in the news, assess how their own biases influence their responses, and make careful decisions about how they share news through social media.		<u>Essential/Guiding Question:</u> How can we become responsible consumers and producers of news and information in the digital age?
<u>Content:</u> Rules, Norms, and Expectations Contracting Where Do We Get Our News and Why Does It Matter? News Article Analysis How to Read the News Like a Fact Checker: A Media Literacy Strategy		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> Judge the reliability of the information you encounter in the news Assess how your biases influence your responses Make careful decisions about how you share news through social media
<u>Interdisciplinary Connections:</u> Multidisciplinary media will be explored throughout the course		
Stage 2: Assessment Evidence		
<u>Performance Task(s):</u> News Article Analysis		<u>Other Evidence:</u> Questioning and Discussion Observation and Analysis of Student Work

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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u>		<u>Resources:</u>	
<u>Contracting</u> <u>Where Do We Get Our News and Why Does It Matter?</u> <u>News Article Analysis</u> <u>How to Read the News Like a Fact Checker: A Media Literacy Strategy</u>		Social Studies Resources: <ul style="list-style-type: none">• Facing History and Ourselves<ul style="list-style-type: none">◦ <u>Teaching Current Events Educator Guide</u>• <u>Checkology by the News Literacy Project</u> LGBT and Disabilities Resources: <ul style="list-style-type: none">• <u>LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth</u>• <u>LGBTQ+ Books</u> DEI Resources: <ul style="list-style-type: none">• <u>Learning for Justice</u>• <u>GLSEN Educator Resources</u>• <u>Supporting LGBTQIA Youth Resource List</u>• <u>Respect Ability: Fighting Stigmas, Advancing Opportunities</u>• <u>NJDOE Diversity, Equity & Inclusion Educational Resources</u>• <u>Diversity Calendar</u>	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Texts Choice Boards Tiered Assignments Flexible Grouping	Grade level texts Tiered Assignments Flexible Grouping	Leveled Texts Mini-lessons Tiered Assignments Flexible Grouping	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit 2: Engaging with Current Events

Stage 1: Desired Results

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Reading Domain

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[Career Readiness, Life Literacies and Key Skills](#)

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<u>Central Idea/Enduring Understanding:</u> Engaging with current events is an essential part of educating young people to be informed and humane participants in society, helping them develop the capacity to examine issues from multiple perspectives and think critically about the world around them.	<u>Essential/Guiding Question:</u> How can studying current events prepare students to contribute and think critically in a constantly changing world?
<u>Content:</u> International Current Events National Current Events Local Current Events	<u>Skills(Objectives):</u> <ul style="list-style-type: none"> • Process breaking news or an emotionally difficult event • Understand diverse perspectives or discuss a contentious topic • Uncover the complexity of an event • Analyze images and videos • Connect a topic to their own lives
<u>Interdisciplinary Connections:</u> Multidisciplinary media will be explored throughout the course	

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> Summaries Presentations Interviews	<u>Other Evidence:</u> Questioning and Discussion Observation and Analysis of Student Work Journaling
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Head, Heart, Conscience Journals in a Facing History Classroom Color, Symbol, Image Graffiti Boards S-I-T: Surprising, Interesting, Troubling Four Corners Save the Last Word for Me Big Paper: Building a Silent Conversation	<u>Resources:</u> Social Studies Resources: <ul style="list-style-type: none"> • For news from a variety of perspectives, consider AllSides and The Week • For condensed news stories and digests, consider Axios and CNN 10 • For radio journalism and podcasts, consider Listenwise, The Daily, and Today, Explained
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Barometer: Taking a Stand on Controversial Issues Town Hall Circle Learn the Listen, Listen to Learn Iceberg Diagrams Close Viewing Protocol See, Think, Wonder Crop It Text-to-Text, Text-to-Self, Text-to-World Connect, Extend, Challenge Toolbox for Care Connecting the Past to the Present Using Oral History	<ul style="list-style-type: none">For news stories “leveled” to a variety of lexile levels, consider NewselaPBS Newshour Classroom <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none">LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for YouthLGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none">Learning for JusticeGLSEN Educator ResourcesSupporting LGBTQIA Youth Resource ListRespect Ability: Fighting Stigmas, Advancing OpportunitiesNJDOE Diversity, Equity & Inclusion Educational ResourcesDiversity Calendar		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Texts Choice Boards Tiered Assignments Flexible Grouping	Grade level texts Tiered Assignments Flexible Grouping	Leveled Texts Mini-lessons Tiered Assignments Flexible Grouping	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Pacing Guide

Content	Resources	Standards
UNIT 1: Media Literacy Skills		
20 Days Rules, Norms, and Expectations Contracting (2 Days) Where Do We Get Our News and Why Does It Matter? (5 Days) News Article Analysis (5 Days) How to Read the News Like a Fact Checker: A Media Literacy Strategy (5 Days)	Facing History and Ourselves Teaching Current Events Educator Guide Checkology by the News Literacy Project	RI.CR.8.1 RI.CI.8.2 RI.IT.8.3 RI.TS.8.4 RI.PP.8.5 RI.MF.8.6 RI.AA.8.7 RI.CT.8.8 W.AW.8.1 A.B.C.D.E. W.IW.8.2 A.B.C.D.E.F. W.WP.8.4 W.WR.8.5 W.SE.8.6 W.RW.8.7
UNIT 2: Engaging with Current Events		
25 Days International Current Events (8 Days) National Current Events (9 Days) Local Current Events (8 Days)	News from a variety of perspectives: AllSides and The Week News stories and digests: Axios and CNN 10 Radio journalism and podcasts: Listenwise , The Daily , and Today, Explained News stories “leveled” to a variety of lexile levels: Newsela	RI.CR.8.1 RI.CI.8.2 RI.IT.8.3 RI.TS.8.4 RI.PP.8.5 RI.MF.8.6 RI.AA.8.7 RI.CT.8.8 W.AW.8.1 A.B.C.D.E. W.IW.8.2 A.B.C.D.E.F. W.WP.8.4 W.WR.8.5 W.SE.8.6 W.RW.8.7