

**Brick Township Public Schools Communications Arts CURRICULUM**

**8<sup>th</sup> Grade**

Aligned to the NJ Student Learning Standards for English Language Arts

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

**BRICK TOWNSHIP PUBLIC SCHOOLS  
COMMUNICATION ARTS CURRICULUM**

**Content Area: COMMUNICATION ARTS**

**Course Title: COMMUNICATIONS**

**Grade Level: 8**

(Unit)

(Timeframe)

College and Career Prep Portfolio

10 WEEKS (1 MARKING PERIOD)

**Date Created:** August 9, 2017 - respectfully submitted by Karen LaFragola

**Board Approved on:**

**BRICK TOWNSHIP PUBLIC SCHOOLS  
COMMUNICATION ARTS: CAREER PORTFOLIO BUILDING**

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<b>Content Area: COMMUNICATION ARTS</b>	
<b>Unit Title:</b> College and Career Prep Portfolio	
<b>Target Course/Grade Level: 8</b>	
<b>Unit Summary:</b> This unit will be taught over (1) marking period. The goal of this unit is to prepare students for their future. The unit will highlight and explore possible career choices, how to fill out a job application, create a cover letter and resume, tips to practice interview skills as well as what to wear on an interview, and finally how to write a thank you note. Throughout this unit, the students will work independently and with the class exploring these topics. They will practice their communication skills by presenting their findings about a desired career or college option. Also, students will speak with the teacher in a one on one mock interview setting.	
<b>Primary interdisciplinary connections:</b> language arts	
<b>21<sup>st</sup> Century Themes:</b> College and career readiness, life skills	
<b>Technology connections:</b> Research using the internet	
<b>Learning Targets</b>	
<b>Content Standards New Jersey Student Learning Standards for English Language Arts</b>	
<b>CONTENT STANDARDS LINK:</b>	
	<b>New Jersey Student Learning Standards</b>
	<b>Production and Distribution of Writing</b>
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	<b>Research to Build and Present Knowledge</b>
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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<b>W.8.7</b>	<b>Research to Build and Present Knowledge</b>  Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<b>W.8.8</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>Progress Indicators for Speaking and Listening</b>
<b>SL.8.1.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <b>A.</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.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <b>C.</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. <b>D.</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>SL.8.2.</b>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	<b>Presentation of Knowledge and Ideas</b>
<b>SL.8.4.</b>	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.
<b>SL.8.5.</b>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>SL.8.6.</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of

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	formal English when indicated or appropriate.	
<b>L.8.6.</b>	<p><b>Vocabulary acquisition and Use</b></p> <p>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.</p>	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Would you be able to fill in a job application?</li> <li>• Could you write a resume?</li> <li>• Is there a career choice that would interest you?</li> <li>• Can I present my perfect career choice to the class?</li> <li>• Are cover letters and thank you notes important?</li> <li>• What would I wear for a job interview?</li> <li>• How would I respond to questions at a job interview?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• College and career planning takes many steps which include job/college search, resume writing, filling out applications, interview skills, understanding of the position and your role as a student and or employee. Throughout this ten week unit, students will understand that commanding the skills required for becoming successful, even at this early age, is a formative stepping stone.</li> </ul>	
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How important of a life skill it is to be prepared for the college and career path ahead of them.</li> <li>• Skills to feel confident presenting in front of a group.</li> <li>• Skills to feel confident when being interviewed.</li> <li>• Skills to complete a job application, resume, career search....</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Research college and career paths and write about it.</li> <li>• Present their perfect career choice.</li> <li>• Fill out an application for employment.</li> <li>• Write a resume, both fictitious and personal.</li> <li>• Describe what they would wear for an interview.</li> <li>• Write a cover letter and a thank you note.</li> <li>• Participate in a mock interview as the interviewee</li> </ul>	

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**Evidence of Learning**

**Formative Assessments:**

- **Writing**
- **Research**
- **Discussion with peers**
- **Vocabulary development**
- **Portfolio building**
- **DO-NOWS**
- **Exit/Admission Tickets**
- **Participation in Skype lessons**
- **Participation in interviews**
- **Presenting in front of the class**

**Summative Assessments:**

- **Graded Portfolio to include:**  
(Career search essay and presentation, job application, cover letter, resume, mock interview rubric, thank you note)

**Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements**

**At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate

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- Modified writing assignment lengths
- Small group instruction as needed
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub> student ability
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Preferential seating <sup>[L]</sup><sub>[SEP]</sub>

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary <sup>[L]</sup><sub>[SEP]</sub> language)
- Guided Notes
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub> student

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ability

- Effective teacher questioning; ranging from fact recall to higher order critical thinking  
[L]  
[SEP] questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Preferential seating [L]  
[SEP]

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

- Differentiated Instruction based on academic level
- Create an enhanced set of introductory activities (e.g. advance organizers, concept [L]  
[SEP] maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Small group instruction as needed
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on [L]  
[SEP] student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking

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#### Questions

- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Preferential seating

#### Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:

- Chrome Books
- Skype in the classroom presentations of possible careers
- 5 minute career activities book by Learning ZoneXpress; [www.learningzonexpress.com](http://www.learningzonexpress.com)
- Interview Rubrics

#### Teacher Notes:

Throughout this marking period of study, students should feel engaged by the chance to seek out and discover possible career path choices that would be desirable for them. In doing this, the students will hopefully become both excited as well as knowledgeable about possible choices that will impact their future.

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