

8th Grade Gift and Talented Curriculum
"Creating Your Purpose" Docuseries
(in connection with the 8th Grade ELA theme of Identity)

Time frame: 2-3 classes per week- full year course

Targeted Standard(s): What is the specific content that needs to be enriched?

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations..

SL.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.

Enduring Understandings (The big ideas): What results or student outcomes do you expect to see as a result of enrichment in this particular area or for a particular group of students?

- Personal, ethical, social, economic, and cultural contexts may influence future career choices.
- Communication involves personal expression and exchanging ideas with others.
- Maximizing potential assists in becoming a lifelong learner in a career in a chosen field, trade or profession.
- New information may result in a new idea or change of stance.

Essential Questions connected to the big ideas:

- How will aspects of SEL choices made today influence the future?
- How can SEL be incorporated when considering career choices?
- How can critically examining careers be beneficial to a teenager?
- How will deconstructing the elements of a career in a chosen field, trade or profession enable young adults to create their purpose?

Content/Objectives:

Students will identify the five elements of social-emotional learning and explore how this learning applies to their lives.

Students will participate in teacher-led mini-lessons on given topics. They will synthesize and incorporate the information into their outline and planning.

Students will create a docuseries consisting of 15-20 mini lessons, which will break down the steps of building a potential career in a chosen field, trade, or profession.

Instructional Actions:

- 1- Participating in teacher-led mini lessons
- 2- Choosing a Topic for “Creating Your Purpose” Docuseries
- 3- Outlining, Planning, and Research
- 4- Writing the “script” for 15-20 mini lessons
- 5- Filming mini lessons and techniques
- 6- Creating the Docuseries

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<p>Concepts: What will students create by the end of this unit?</p>	<p>Skills: What will students be able to do by the end of this unit?</p>	<p>What tasks will I create? Activities/Strategies Learning Activities/ Differentiation</p>	<p>Assessment: How will you assess progress?</p>
<p>Students will create a docuseries which will deconstruct the elements needed for one to produce “Creating Your Purpose”. This docuseries will consist of a range of about 15-20 documentary style mini lessons, which will break down the steps of building a potential career in a chosen field, trade, or profession. It will explore all aspects from the basics to the complexities of the choice as the docuseries unfolds.</p>	<p>Students will dissect the elements of a career in a chosen field, trade, or profession through a narrated docuseries. They will make connections between aspects of social emotional learning and themselves through this process.</p>	<p>Participate in teacher-led mini lessons covering topics such as:</p> <ul style="list-style-type: none"> - Growth vs. Fixed Mindset - Positivity - Motivation - Grit - Embracing Adversity - Commitment - The Process - Confidence - Happiness - Goal Setting <p>Utilize topics covered as students outline, plan and research a career in a chosen field, trade or profession.</p> <p>Loosely using the concept of the “Masterclass”series, students will write, narrate and perform the components of their chosen career.</p>	<p>Teacher observation and monitoring of project process</p> <p>Biweekly self-reflective journal entries (Google Docs)</p> <p>Completion of outline, planning and research components and the completion of the Final Docuseries entitled, “Creating Your Purpose” (possibility of publishing on HMS YouTube Channel)</p>

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Resources & Technology

Organizer and SEL Definitions

You Tube Video (8:18)

<https://www.jackcanfield.com/blog/finding-life-purpose/>

Article: 10 Life Purpose Tips to Help You Find Your Passion

https://www.youtube.com/watch?time_continue=9&v=z8XECsIoEgE&feature=emb_logo

G/T *Creating Your Purpose Series* based on philosophy MasterClass.com

<https://masterclasshelp.zendesk.com/hc/en-us/articles/221036408-Frequently-Asked-Questions>

Chasing Excellence by Ben Bergeron

Getting Grit by Caroline Adams Miller

The Outliers by Malcolm Gladwell

As a fluid document for the 2020-2021 school year, I will add additional resources as needed.