

# SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



*Committed to Excellence*

<b>Course Name: Media</b>	<b>Grade Level(s): 6</b>
<b>BOE Adoption Date: September 2014</b>	<b>Revision Date(s): September 2015; October 2017</b>

## **ABSTRACT**

In sixth grade, students continue to improve and apply more complex search strategies within the school library and beyond. They identify appropriate key words, terms, and synonyms for the research topic to create and perform effective key-word searches in print and online, including searches of the automated library catalog and search engines on the World Wide Web (using search engines). Students identify and locate multiple sources of information both in the school library and in outside resources, such as public libraries, colleges, or online databases. If necessary, they use interlibrary loan to borrow materials from other libraries. Students learn to use Boolean search techniques and other search limiters and expanders to retrieve targeted information.

Sixth-grade students become more sophisticated users of the Internet by following the school's rules for online use. Students practice safe use of the Internet, safe handling of personal information, and appropriate online behavior. They are able to identify uncomfortable online interactions and handle them effectively.

Students demonstrate proper and responsible use of technology. They are able to identify types of programs that can damage a computer, such as computer viruses, worms, Trojan horses, and spyware. They are aware of and can identify urban legends and hoaxes spread through e-mail. Students in sixth grade know how to use online applications such as photo organizers, presentation generators, document creators, and video

conferencing. Students collaborate in person and through the use of technology. They recognize the academic uses of social networking sites and understand how to use them safely. Students demonstrate respect for others' right to freedom of speech.

Students analyze the evidence they have found to support a research question, including analyzing information from illustrations, photographs, charts, graphs, maps, and captions. They determine whether the information supports the question but does not directly answer it and whether the information is sufficient to answer the question. Students in sixth grade can explain the authority, timeliness, and accuracy of specific information resources and identify any unsupported statements in the information. They restate facts and details and organize those ideas for note-taking, using techniques such as outlining, webbing, and flowcharting. Students learn to accurately record citation information for each type of resource used. They choose an appropriate format to produce, communicate, and present information.

Sixth-grade students pursue information related to personal well-being. They evaluate their own research process and that of others in a respectful, cooperative, and productive way. Students continue to read a wide variety of grade-level-appropriate text, making progress toward the goal of reading one million words per year by grade eight.

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### **Mission Statement**

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

### **Curriculum and Instruction Goals**

#### **Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

### **Philosophy of the Shared Curriculum Service with Kingsway Regional School District**

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based

assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

### How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

### Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. <http://www.udlcenter.org/aboutudl>
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. <http://www.ascd.org>

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. <http://www.ascd.org>
5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. <http://www.marzanocenter.com>
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSL (New Jersey Student Learning Standards) are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. <http://www.marzanoresearch.com>
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. <http://www.state.nj.us/education/modelcurriculum/>
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the NJSL (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.

- 12. Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
- 13. Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
- 14. Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. <http://www.state.nj.us/njded/cccs/>
- **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
- 15. Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
- 16. 21<sup>st</sup> Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21<sup>st</sup> century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. <http://www.p21.org/our-work/p21-framework>

## Proficiencies and Pacing:

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
<b>Unit 1:</b> Library Orientation	September- October 6 weeks	<p><b>NJ SLS AASL 1</b> Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.</p> <p><b>NJ SLS AASL 2</b> Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p> <p><b>NJ SLS AASL 3</b> Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.</p> <p><b>NJ SLS AASL 4</b> Learners use skills, resources, and tools to pursue personal and aesthetic growth.</p> <p><b>NJ SLS RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>NJ SLS SL.6.1</b> Engage effectively in</p>	<p><b>1. NJ SLS AASL.1.1.4</b> Find, evaluate and select appropriate sources to answer questions. (6 weeks)</p> <p><b>2. NJ SLS AASL.1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry. (6 weeks)</p> <p><b>3. NJ SLS AASL.2.1.2</b> Organize knowledge so that is useful. (3 weeks)</p> <p><b>4. NJ SLS AASL.3.1.2</b> Participate and collaborate as members of a social and intellectual network of learners. (6 weeks)</p> <p><b>5. NJ SLS AASL.3.1.6</b> Use information and technology ethically and responsibly. (6 weeks)</p> <p><b>6. NJ SLS AASL.3.2.2:</b> Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. (6 weeks)</p> <p><b>7. NJ SLS AASL3.3.2</b> Respect the differing interests and experiences of others, and seek a variety of</p>	<p>Students will demonstrate knowledge of the library's organizational scheme and the main topics included in each section.</p> <p>Students will be able to independently use the OPAC to locate materials by title, author, subject, and keyword searches.</p> <p>Students will be able to identify, locate and access fiction, young adult, nonfiction, biography, reference collections, and other library resources independently.</p> <p>Students will be able to demonstrate knowledge of the rules and procedures of the library.</p> <p>Students will be able to create written reviews of books read and share with peers.</p> <p>Students will be able to identify and follow the district's Acceptable Use Policy.</p> <p>Students will be able to explain and demonstrate safe, ethical and responsible use of information and technology.</p> <p>Students will be able to explain and demonstrate proper netiquette when interacting online (e.g., using Web 2.0</p>



		<p>a range of collaborative discussions (one-to-one), in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>viewpoints. (4 weeks)</p> <p>8. NJ SLS <b>AASL.4.1.1</b> Read, view, and listen for pleasure and personal growth. (2 weeks)</p> <p>9. NJ SLS <b>AASL 4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading. (6 weeks)</p> <p>10. NJ SLS <b>RL.6.10</b> By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (36 weeks)</p> <p>11. NJ SLS <b>AASL 4.1.4</b> Seek information for personal learning in a variety of formats and genres. (12 weeks)</p> <p>12. NJ SLS <b>AASL.4.2.4</b> Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. (6 weeks)</p> <p>13. NJ <b>SLSAASL 4.4.1</b> Identify own areas of interest. (6 weeks)</p> <p>14. NJ SLS <b>TECH 8.1.8. D.1</b> Understand and model appropriate</p>	<p>and social media tools).</p> <p>Students will be able to participate in group discussions, listen respectfully to others, including listening to differing viewpoints/perspectives.</p> <p>Students will be able to read a wide variety of books (print and digital) to explore new ideas and personal interests.</p> <p>Students will be able to explore new genres and select books from favorite authors and genres.</p> <p>Students will be able to independently select appropriate print and digital materials on an individual level.</p> <p>Students will be able to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Students will be able to come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>When taking part in collaborative</p>
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			<p>online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p>	<p>discussions, students will be able to follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>Students will be able to summarize the application of fair use and Creative Commons guidelines.</p> <p>Students will be able to model appropriate online behaviors.</p> <p>Students will understand the term “digital footprint” and its’ application to them now and in their future.</p> <p>Students will be able to explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.</p>
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Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
<b>2 Literature Appreciation</b>	8 weeks October--December	<p><b>NJ SLS AASL 4</b> Learners use skills resources, and tools to pursue personal and aesthetic growth.</p> <p><b>NJ SLS Literacy RI.6.7</b> Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>NJ SLS Literacy.W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>NJ SLS Literacy W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>1. NJ SLS AASL 4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading. (8 weeks)</p> <p><b>2. NJ SLS RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6 weeks)</p> <p><b>3. NJ SLS AASL 4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres. (8 weeks)</p> <p><b>4. NJ SLS RL.6.7:</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (8 weeks)</p>	<p>Students will be able to determine the author’s point of view or purpose in text.</p> <p>Students will be able to summarize a story using textual evidence to support their analysis and opinions.</p> <p>Students will be able to make and express personal connections to the events and characters in a story.</p> <p>Students will be able to share literature with other students, including student presented book talks, Readers’ Theatre, and online reviews.</p> <p>Students will be able to compare and contrast reading literature to listening or viewing literature.</p>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
3 Informational Literacy	8 weeks December- February	<p><b>NJ SLS AASL 1</b> Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.</p> <p><b>NJ SLS AASL 2</b> Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p> <p><b>NJ SLS AASL 3</b> Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.</p> <p><b>NJ SLS Literacy-RI.6.7</b> Students will be able to explain, compare, and contrast information presented in written form alongside other media or formats to learn about a topic or issue.</p> <p><b>NJ SLS Literacy-W.6.7</b> Students will be able to conduct short research projects to answer a question they have or one that is assigned to them.</p>	<p><b>1. NJ SLS AASL.4.1.7</b> Use social networks and information tools to gather and share information. (4 weeks)</p> <p><b>2. NJ SLS AASL 1.1.4</b> Find, evaluate, and select appropriate sources to answer questions. (8 weeks)</p> <p><b>3. NJ SLS AASL.1.1.5</b> Evaluate information found in selected sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context. (8 weeks)</p> <p><b>4. NJ SLS AASL.1.1.6</b> Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. (8 weeks)</p> <p><b>5. NJ SLS AASL.1.3.1</b> Respect copyright/intellectual property rights of creators and producers. (8 weeks)</p> <p><b>6. NJ SLS AASL.1.1.6</b> Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make</p>	<p>Students will independently, locate and select literary non-fiction and informational texts on grade level.</p> <p>Students will be able to independently use a variety of print and digital reference sources.</p> <p>Students will be able to use information from various mediums to understand a topic or issue.</p> <p>Students will be able to conduct effective and efficient online searches for information using a variety of searching strategies.</p> <p>Students will be able to evaluate a digital resource to determine if information is based on facts and credible.</p> <p>Students will be able to compare and contrast information found in experiments, video or multimedia sources with information found in text.</p> <p>Students will be able to explain plagiarism and its consequences.</p>

		<p><b>NJ SLS 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>inferences and gather meaning. (4 weeks)</p> <p><b>7. NJ SLS AASL.1.3.1</b> Respect copyright/intellectual property rights of creators and producers. (4 weeks)</p> <p><b>8. NJ SLS TECH 8.1.8.D.3</b> Demonstrate an understanding of fair use and Creative Commons to intellectual property. (4 weeks)</p> <p><b>9. NJ SLS Literacy-RI.6.7</b> Students will be able to explain, compare, and contrast information presented in written form alongside other media or formats to learn about a topic or issue. (8 weeks)</p> <p><b>10. NJ SLS</b> Students will be able to apply the analytical and reflective skills they use when they read to their writing. (8 weeks)</p> <p><b>11. NJ SLS TECH 8.1.8.D.1</b> Demonstrate the application of appropriate citations to digital content. (8 weeks)</p> <p><b>12. NJ SLS TECH 8.1.8.D.4</b> Assess the credibility and accuracy of digital content. (8 weeks)</p>	<p>Students will be able to use quotes, paraphrasing, and summarizing conclusions in work without plagiarizing.</p> <p>With support, students will be able to provide reference citations for all direct quotations.</p> <p>With guidance and support, students will be able to create a list of bibliographic information using the MLA style and format.</p>
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Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
4 Research & Problem Solving	15 weeks February-June	<p><b>NJ SLS AASL 1.2.3</b> Demonstrate creativity by using multiple resources and formats.</p> <p><b>NJ SLS AASL 1.2.1</b> Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p><b>NJ SLS Literacy-W.6.7</b> Conduct short research projects to answer a question they have or one that is assigned to them.</p> <p><b>NJ SLS AASL 1.2.7</b> Display persistence by continuing to pursue information to gain a broad perspective.</p> <p><b>NJ SLS AASL 2.4.2</b> Reflect on systematic process, and assess for completeness of investigation.</p> <p><b>NJ SLS AASL 2.2.4</b> Demonstrate personal productivity by completing products to express learning.</p> <p><b>NJ SLS AASL 3.3.1</b></p>	<p><b>1. NJ SLS</b> Students will be able to draw on several sources when conducting research and can adapt and refocus their search if necessary. (8 weeks)</p> <p><b>2. NJ SLS Literacy-W.6.7</b> Students will be able to conduct short research projects to answer a question they have or one that is assigned to them. (8 weeks)</p> <p><b>3. NJ SLS AASL 1.2.1</b> Students will be able to display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. (10 weeks)</p> <p><b>4. NJ SLS AASL 1.2.7</b> Students will display persistence by continuing to pursue information to gain a broad perspective. (12 weeks)</p> <p><b>5. NJ SLS AASL 2.4.2</b> Students will be able to reflect on systematic process, and assess for completeness of investigation. (12 weeks)</p>	<p>Students will be able to integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Students will be able to conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>Students will be able to “dig deeper” when conducting research to locate information and solve problems.</p> <p>Students will be able to persist, and change directions when researching or problem solving.</p> <p>Students will be able to produce a product/presentation that convey the results of researched findings.</p> <p>When working in cooperative groups students will respectfully solicit thoughts and opinions of the group members.</p>

		<p>Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p>	<p>weeks)</p> <p><b>6.NJ SLS AASL 2.2.4</b> Students will demonstrate personal productivity by completing products to express learning. (15 weeks)</p> <p><b>7.NJ SLS AASL 3.3.1</b> Students will solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. (10 weeks)</p> <p><b>8. NJ SLS TECH 8.1.8 F.1</b> Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision</p> <p><b>9. NJ SLS TECH 8.2.8. A.1.</b>Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs). (8 weeks)</p> <p>10. NJ SLS TECH 8.2.8.A.4 Redesign an existing product that impacts the environment to lessen its impact(s) on the environment. (8 weeks)</p>	<p>Students will be able to investigate the effects of technology products and how they may change in the future.</p>
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## South Harrison School District

### Grade 6– Media

<b>Unit 1:</b> <b>Title:</b> Library Orientation	<b>Recommended Duration:</b> 8 weeks September - October
<b>Unit Description:</b> Students will learn to navigate the library to accomplish research and personal needs.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>What does it mean to be a responsible user?</li> <li>How can the resources at the school library assist me?</li> </ul>	<ul style="list-style-type: none"> <li>Libraries are places where lifelong learning takes place.</li> <li>Members of a learning community exhibit responsible behavior toward people and materials.</li> <li>Skills learned and mastered at school library transfer to public and academic libraries.</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards: Primary or Power</b></p> <p>NJ SLS AASL 1 Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.</p> <p>NJ SLS AASL 2 Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p> <p>NJ SLS AASL 3 Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.</p>	<p><b>1. NJ SLS AASL.1.1.4</b> Find, evaluate and select appropriate sources to answer questions. (6 weeks)</p> <p><b>2. NJ SLS AASL.1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry. (6 weeks)</p> <p><b>3. NJ SLS AASL.2.1.2</b> Organize knowledge so that is useful. (3 weeks)</p> <p><b>4. NJ SLS AASL.3.1.2</b> Participate and collaborate as members of a social and intellectual network of learners. (6 weeks)</p> <p><b>5. NJ SLS AASL.3.1.6</b> Use information and</p>	<p>Students will demonstrate knowledge of the library's organizational scheme and the main topics included in each section.</p> <p>Students will be able to independently use the OPAC to locate materials by title, author, subject, and keyword searches.</p> <p>Students will be able to identify, locate and access fiction, young adult, nonfiction, biography, reference collections, and other library resources independently.</p> <p>Students will be able to demonstrate knowledge of the rules and procedures of the library.</p>



Relevant Standards	Learning Goals	Learning Objectives
<p>NJ SLS AASL 4 Learners use skills, resources, and tools to pursue personal and aesthetic growth.</p> <p>CCSS.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (36 weeks)</p>	<p>technology ethically and responsibly. (6 weeks)</p> <p><b>6. NJ SLS AASL.3.2.2:</b> Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. (6 weeks)</p> <p><b>7. NJ SLS AASL3.3.2</b> Respect the differing interests and experiences of others, and seek a variety of viewpoints. (4 weeks)</p> <p><b>8. NJ SLS AASL.4.1.1</b> Read, view, and listen for pleasure and personal growth. (2 weeks)</p> <p><b>9. NJ SLS AASL 4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading. (6 weeks)</p> <p><b>10. NJ SLS RL.6.10</b> By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (36 weeks)</p> <p><b>11. NJ SLS AASL 4.1.4</b> Seek information for personal learning in a variety of formats and genres. (12 weeks)</p> <p><b>12. NJ SLS AASL.4.2.4</b> Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. (6 weeks)</p>	<p>Students will be able to create written reviews of books read and share with peers.</p> <p>Students will be able to identify and follow the district's Acceptable Use Policy.</p> <p>Students will be able to explain and demonstrate safe, ethical and responsible use of information and technology.</p> <p>Students will be able to explain and demonstrate proper netiquette when interacting online (e.g., using Web 2.0 and social media tools).</p> <p>Students will be able to participate in group discussions, listen respectfully to others, including listening to differing viewpoints/perspectives.</p> <p>Students will be able to read a wide variety of books (print and digital) to explore new ideas and personal interests.</p> <p>Students will be able to explore new genres and select books from favorite authors and genres.</p> <p>Students will be able to independently select appropriate print and digital materials on an individual level.</p> <p>Students will be able to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and</p>

Relevant Standards	Learning Goals	Learning Objectives
	<p><b>13. NJ SLAASL 4.4.1</b> Identify own areas of interest. (6 weeks)</p> <p><b>14. NJ SLS TECH 8.1.8. D.1</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p>	<p>expressing their own clearly.</p> <p>Students will be able to come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. When taking part in collaborative discussions, students will be able to follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>Students will be able to summarize the application of fair use and Creative Commons guidelines.</p> <p>Students will be able to model appropriate online behaviors.</p> <p>Students will be able to explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> <li>• Observations</li> <li>• Exit/Admit slips</li> <li>• Four corners</li> <li>• Think Pair Share</li> <li>• Questioning</li> <li>• Venn Diagram</li> <li>• Hand signals</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz or Exam</li> <li>• Rubrics</li> <li>• KWL</li> </ul>	<ul style="list-style-type: none"> <li>• Scan books in/out</li> <li>• Retrieve specific resources from shelves</li> <li>• Reshelf books/magazines               <ul style="list-style-type: none"> <li>• Scavenger hunt</li> <li>• Place books on hold using OPAC</li> </ul> </li> </ul>	<p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Log in and out of OPAC;</li> <li>• Read and discuss South Harrison's Acceptable Use Policy</li> <li>• Create an online reading "wish list"</li> <li>• Create a multimedia presentation</li> </ul>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
		<ul style="list-style-type: none"> <li>Log onto and off OPAC</li> </ul>	<b>Major Activities (required):</b> <ul style="list-style-type: none"> <li>Library Scavenge Hunt</li> <li>Create a reading wish list within the OPAC</li> <li>Place books on hold</li> <li>Locate specific resources</li> <li>Reshelf resources in correct location and order</li> </ul>

Possible Assessment Modifications /Accommodations			
<b>Special Education Students</b> <ul style="list-style-type: none"> <li>Additional time</li> <li>Review of directions</li> <li>Oral assessment</li> <li>Shortened assessment</li> <li>Rest breaks</li> <li>Work-in-progress check</li> <li>Simplified test wording</li> <li>Accept short answers</li> </ul>	<b>English language Learners</b> <ul style="list-style-type: none"> <li>Oral assessment</li> <li>Answers dictated</li> <li>Read directions aloud <ul style="list-style-type: none"> <li>Shorten test length</li> </ul> </li> </ul>	<b>At-Risk Learners</b> <ul style="list-style-type: none"> <li>Review directions</li> <li>Work-in-progress check</li> <li>Written and verbal directions</li> </ul>	<b>Advanced Learners</b> <ul style="list-style-type: none"> <li>Choice boards</li> <li>Offer extensions to learning activities</li> </ul>

Instructional Strategies
<ul style="list-style-type: none"> <li>Organize students to practice and deepen knowledge</li> <li>Practice skills, strategies, and processes</li> <li>Role play</li> <li>Demonstrate</li> <li>Compare and contrast</li> </ul>

Possible Instructional Modifications (Modifications/Accommodations/Differentiation):			
Special Education Students	English language Learners	At-Risk Learners	Advanced Learners

<ul style="list-style-type: none"> <li>Follow student's IEP</li> <li>Choice of books</li> <li>Flexible grouping</li> <li>Jigsaw</li> <li>Read instructions orally</li> <li>Demonstrate desired results</li> </ul> <p>Provide examples</p>	<ul style="list-style-type: none"> <li>Review of directions</li> <li>Check often for understanding</li> <li>Define key vocabulary, multiple meaning words, and figurative language.</li> <li>Extra visual and verbal cues and prompts</li> <li>Utilize text to speech options when available</li> </ul>	<ul style="list-style-type: none"> <li>Written and verbal directions</li> <li>Provide examples</li> <li>Place students in cooperative groups</li> </ul>	<ul style="list-style-type: none"> <li>Provide extension activities to include more critical thinking.</li> <li>Create opportunities for advanced learner students to work together</li> </ul>
<b>Unit Vocabulary</b>			
OPAC; Dewey Decimal System; fiction; nonfiction; young adult; reference; netiquette, Acceptable Use Policy; digital footprint			

<b>Interdisciplinary Connections (Applicable Standards)</b>	<b>Integration of Technology</b>	<b>21<sup>st</sup> Century Themes</b>	<b>21<sup>st</sup> Century Skills</b>
<p>NJ SLS CRP2 – Apply appropriate academic and technical skills</p> <p>NJ SLS CRP4 – Communicate clearly and effectively and with reason</p> <p>NJ SLS CRP11 – Use technology to enhance productivity</p>	<p>Technology</p> <ul style="list-style-type: none"> <li>Computer workstations – used for creating a variety of presentations and accessing the OPAC to locate books in the media center.</li> <li>iPads – used for creating videos and taking pictures.</li> <li>Google Drive – Used for sharing files and information with teacher and classmates</li> <li>Google Classroom – Used for teacher/student communication, assessment, and sharing.</li> </ul>		<p>Creativity &amp; Innovation – Students will use creativity and innovation in preparing presentations.</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills

Resources
<b>Texts/Materials:</b> <i>Textbook: No textbook</i> <b>Audio: BrainPop</b> <b>Materials:</b> Destiny Online Library Management Program; Computer workstations and laptops; iPads; Acceptable Use Policy; Common Sense Media

## South Harrison School District

### Grade 6 – Media

#### Unit 2: “

#### Recommended Duration:

**Unit Description:** Students will sample a variety of genres and authors. They will examine story elements within literature and compare authors’ backgrounds and styles of writing.

#### Essential Questions

- What are the different genres? Why study different genres?
- How can I best explore different genres and authors?

#### Enduring Understandings

- Information from a variety of resources must be filtered using a process analysis, evaluation, before it is synthesized and applied appropriately.
- Researchers gather and critique information from different sources for specific purposes.
- Effective use of information from diverse sources, contexts, disciplines, and cultures is essential for understanding and communicating ideas.

#### Relevant Standards

##### **NJ SLS AASL 4**

Learners use skills resources, and tools to pursue personal and aesthetic growth.

##### **NJ SLS Literacy RI.6.7**

Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

##### **NJ SLS Literacy.W.6.9**

Draw evidence from literary or informational

#### Learning Goals

**1. NJ SLS AASL 4.1.2** Read widely and fluently to make connections with self, the world, and previous reading.

(8 weeks)

**2. NJ SLS RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6 weeks)

**3. NJ SLS AASL 4.1.3** Respond to literature and creative expressions of ideas in various formats and genres.

#### Learning Objectives

Students will be able to determine the author’s point of view or purpose in text.

Students will be able to summarize a story using textual evidence to support their analysis and opinions.

Students will be able to make and express personal connections to the events and characters in a story.

Relevant Standards	Learning Goals	Learning Objectives
<p>texts to support analysis, reflection, and research.</p> <p><b>NJ SLS Literacy W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>NJ SLS Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p>(8 weeks)</p> <p><b>4. NJ SLS RL.6.7:</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (8 weeks)</p>	<p>Students will be able to share literature with other students, including student presented book talks, Readers’ Theatre, and online reviews.</p> <p>Students will be able to compare and contrast reading literature to listening or viewing literature.</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> <li>• 3-minute pause</li> <li>• A-B-C summary</li> <li>• Analogy prompt</li> <li>• Choral response</li> <li>• Debriefing</li> <li>• Exit Card</li> <li>• Hand signals</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz or exam</li> <li>• KWL</li> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Review directions</li> <li>• Work-in-progress check</li> <li>• Written and verbal directions</li> </ul>	<ul style="list-style-type: none"> <li>• Choice boards</li> <li>• Offer extensions to learning activities</li> </ul>

Possible Assessment Modifications /Accommodations			
<b>Special Education Students</b> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Review of directions</li> <li>• Oral assessment</li> <li>• Shortened assessment</li> <li>• Rest breaks</li> <li>• Work-in-progress check</li> <li>• Simplified test wording</li> <li>• Accept short answers</li> </ul>	<b>English language Learners</b> Oral assessment <ul style="list-style-type: none"> <li>• Answers dictated</li> <li>• Read directions aloud <ul style="list-style-type: none"> <li>• Shorten test length</li> </ul> </li> </ul>	<b>At-Risk Learners</b> <ul style="list-style-type: none"> <li>• Review directions</li> <li>• Work-in-progress check</li> <li>• Written and verbal directions</li> </ul>	<b>Advanced Learners</b> <ul style="list-style-type: none"> <li>• Choice boards</li> <li>• Offer extensions to learning activities</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )	
<ul style="list-style-type: none"> <li>• Cooperative learning groups</li> <li>• Jigsaw</li> <li>• Compare and Contrast</li> <li>• Choice of books</li> <li>• Flexible grouping</li> <li>• Read instructions orally</li> <li>• Demonstrate desired results</li> <li>• Provide examples</li> </ul>	

Possible Instructional Modifications /Accommodations/Differentiation			
<b>Special Education Students</b>	<b>English language Learners</b>	<b>At-Risk Learners</b>	<b>Advanced Learners</b>

Unit Vocabulary
Unit Vocabulary:



Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
<p>Social Studies</p> <p>NJ SLS CRP2 – Apply appropriate academic and technical skills</p> <p>NJ SLS CRP4 – Communicate clearly and effectively and with reason</p> <p>NJ SLS CRP11 – Use technology to enhance productivity</p>	<p>Technology</p> <p>Computer workstations – used for creating a variety of presentations, accessing the OPAC to locate books in the media center, and informational purposes.</p> <p>iPads – used for creating videos and taking pictures.</p> <p>Google Drive – Used for sharing files and information with teacher and classmates</p> <p>Google Classroom – Used for teacher/student communication, assessment, and sharing.</p>		<p>Creativity &amp; Innovation – Students will use creativity and innovation in preparing presentations.</p> <p>Communication &amp; Collaboration – Students will communicate and collaborate with others to share information, projects, assignments, etc.</p>

Resources
<p><b>Texts/Materials:</b></p> <p><b>Materials:</b> Destiny Online Library Management Program; Computer workstations and laptops; iPads; Books by various authors including James Patterson and Patricia Polacco; Readers’ Theaters</p>

## South Harrison School District

### Grade 6– Media

Unit 3: Informational Literacy	Recommended Duration: 8 weeks
<b>Unit Description:</b> <ul style="list-style-type: none"> <li>• Explore informational text</li> <li>• Learn the characteristics of credible sources</li> <li>• Understand copyright and fair use guidelines</li> <li>• Understand that there is a format for citing references.</li> </ul>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• Why are there copyright laws?</li> <li>• Why is it necessary to cite sources?</li> <li>• What makes a site credible?</li> </ul>	<ul style="list-style-type: none"> <li>• There are a variety of resources available in the library (books, magazines, audio books, etc.)</li> <li>• The library is organized into sections and the main sections are: Fiction, nonfiction, and reference. Each section has its own organization system.</li> <li>• Nonfiction books are arranged numerically according to the Dewey Decimal System.</li> <li>• Fiction books are arranged in alphabetical order by the author’s last name</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<b>Content Standards: Primary or Power</b> <b>NJ SLS AASL 1</b> Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.	<b>1. NJ SLS AASL.4.1.7</b> Use social networks and information tools to gather and share information. (4 weeks)	Students will independently, locate and select literary non-fiction and informational texts on grade level.
<b>NJ SLS AASL 2</b> Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new	<b>2. NJ SLS AASL 1.1.4</b> Find, evaluate, and select appropriate sources to answer questions. (8 weeks)	Students will be able to independently use a variety of print and digital reference sources.
	<b>3. NJ SLS AASL.1.1.5</b> Evaluate information found in	Students will be able to use information from various mediums to understand a topic or issue.

Relevant Standards	Learning Goals	Learning Objectives
<p>knowledge.</p> <p><b>NJ SLS AASL 3</b> Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.</p> <p><b>NJ SLS Literacy-RI.6.7</b> Students will be able to explain, compare, and contrast information presented in written form alongside other media or formats to learn about a topic or issue.</p> <p><b>NJ SLS Literacy-W.6.7</b> Students will be able to conduct short research projects to answer a question they have or one that is assigned to them.</p> <p><b>NJ SLS 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>selected sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context. (8 weeks)</p> <p><b>4. NJ SLS AASL.1.1.6</b> Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. (8 weeks)</p> <p><b>5. NJ SLS AASL.1.3.1</b> Respect copyright/intellectual property rights of creators and producers. (8 weeks)</p> <p><b>6. NJ SLS AASL.1.1.6</b> Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. (4 weeks)</p> <p><b>7. NJ SLS AASL.1.3.1</b> Respect copyright/intellectual property rights of creators and producers. (4 weeks)</p> <p><b>8. NJ SLS Literacy-RI.6.7</b> Students will be able to explain, compare, and contrast information presented in written form alongside other media or formats to learn about a topic or issue. (8 weeks)</p> <p><b>9. NJ SLS Literacy-W.6.7</b> Students will be able to conduct short research projects to answer a question they have or one that is assigned to them. (8 weeks)</p>	<p>Students will be able to conduct effective and efficient online searches for information using a variety of searching strategies.</p> <p>Students will be able to evaluate a digital resource to determine if information is based on facts and credible.</p> <p>Students will be able to compare and contrast information found in experiments, video or multimedia sources with information found in text.</p> <p>Students will be able to explain plagiarism and its consequences.</p> <p>Students will be able to use quotes, paraphrasing, and summarizing conclusions in work without plagiarizing.</p> <p>With support, students will be able to provide reference citations for all direct quotations.</p> <p>With guidance and support, students will be able to create a list of bibliographic information using the MLA style and format.</p> <p>Students will be able to integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>

Relevant Standards	Learning Goals	Learning Objectives
	<p><b>10. NJ SLS</b> Students will be able to draw on several sources when conducting research and can adapt and refocus their search if necessary. (8 weeks)</p> <p><b>11. NJ SLS</b> Students will be able to apply the analytical and reflective skills they use when they read to their writing. (8 weeks)</p>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> <li>Idea Spinner</li> <li>Index card summaries/questions</li> <li>Inside-outside circle</li> <li>Misconception check</li> <li>Numbered heads together</li> <li>One-minute essay</li> <li>One word summary</li> </ul>	<ul style="list-style-type: none"> <li>Quiz or exam</li> <li>Rubric</li> <li>KWL</li> </ul>	<ul style="list-style-type: none"> <li>Advertisement</li> <li>Flier</li> <li>Infographic</li> <li>Script</li> <li>Letter</li> <li>Book Cover</li> </ul>	<ul style="list-style-type: none"> <li>Anchor charts</li> <li>Glog</li> <li>Multimedia presentation</li> <li>Commercial</li> <li></li> </ul>

Possible Assessment Modifications /Accommodations			
Special Education Students	English language Learners	At-Risk Learners	Advanced Learners

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<ul style="list-style-type: none"> <li>Cooperative learning groups</li> <li>Jigsaw</li> <li>Compare and Contrast</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )	
<ul style="list-style-type: none"> <li>• Choice of books</li> <li>• Flexible grouping</li> <li>• Read instructions orally</li> <li>• Demonstrate desired results</li> <li>• Provide clear learning goals and scales (rubrics)</li> <li>• Establish classroom routines</li> <li>• Identify critical information</li> <li>• Chunk content into “Digestible Bites”</li> <li>• Review content</li> <li>• Organize students to practice and deepen knowledge</li> <li>• Practice skills, strategies, and Processes</li> <li>• Provide examples</li> </ul>	

Possible Instructional Modifications /Accommodations/Differentiation			
<b>Special Education Students</b> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Review of directions</li> <li>• Oral assessment</li> <li>• Shortened assessment</li> <li>• Rest breaks</li> <li>• Work-in-progress check</li> <li>• Simplified test wording</li> </ul> Accept short answers	<b>English language Learners</b> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Review of directions</li> <li>• Check often for understanding</li> <li>• Define key vocabulary, multiple meaning words, and figurative language</li> <li>• Answers to be dictated</li> <li>• Use graphic organizers</li> </ul>	<b>At-Risk Learners</b> <ul style="list-style-type: none"> <li>• Written and oral directions</li> <li>• Review of directions</li> <li>• Work-in-progress check</li> <li>• Emphasize critical information</li> </ul>	<b>Advanced Learners</b> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Choice boards</li> <li>• Offer extension activities that include critical thinking</li> </ul>

Unit Vocabulary
Unit Vocabulary: informational text; Resources; Works cited; Reference; fair use; copyright; plagiarism; credible

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
Social Studies:	Technology		Creativity & Innovation – Students

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
<p>NJ SLS CRP2 – Apply appropriate academic and technical skills</p> <p>NJ SLS CRP4 – Communicate clearly and effectively and with reason</p> <p>NJ SLS CRP11 – Use technology to enhance productivity</p>	<ul style="list-style-type: none"> <li>• Computer workstations – used for creating a variety of presentations, accessing the OPAC to locate books in the media center, and for research.</li> <li>• <b>iPads</b> – used for creating videos, taking pictures, research, apps</li> <li>• <b>Google Drive</b> – Used for sharing files and information with teacher and classmates</li> <li>• <b>Google Classroom</b> – Used for teacher/student communication, assessment, and sharing.</li> </ul>		<p>will use creativity and innovation in preparing presentations.</p> <p>Communication &amp; Collaboration – Students will communicate and collaborate with others to share information, projects, assignments, etc.</p>

## Resources

### Texts/Materials:

**Materials:** Smart Board; computer workstations; various informational websites and texts; World Book Online; iPads and apps; Google Classroom and Google Drive; graphic organizers

<b>Unit 4: Research and Problem Solving</b>	<b>Recommended Duration: 15 weeks</b>
<b>Unit Description:</b> Students will further develop research skills. They will recall information from past experiences to guide research, locate credible sources, gather and organize information, and look for gaps within their research. Students will create works cited pages using an MLA format, understanding the importance of giving credit to authors/publishers.	

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>What are credible sources that can be utilized for researching information?</li> <li>How can I best draw on previous knowledge to assist research?</li> <li>How can I produce a product that will convey my research and learning?</li> </ul>	<ul style="list-style-type: none"> <li>There are a variety of credible sources available for research purposes</li> <li>The library offers a selection of resources that will answer questions and help to problem solve.</li> </ul>

<b>Relevant Standards</b>	<b>Learning Goals</b>	<b>Learning Objectives</b>
<b>Content Standards: Primary or Power</b> <b>NJ SLS AASL 1</b> Inquire, think critically, and gain knowledge  <b>NJ SLS AASL 2</b> Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.  NJ SLS AASL 3 Share knowledge and participate ethically and productively as members of our democratic society.  <b>NJ SLS 8.2 Educational Technology:</b> <b>Technology Education, Engineering, Design,</b>	<b>1. NJ SLS</b> Students will be able to draw on several sources when conducting research and can adapt and refocus their search if necessary. (8 weeks)  <b>2. NJ SLS Literacy-W.6.7</b> Students will be able to conduct short research projects to answer a question they have or one that is assigned to them. (8 weeks)  <b>3. NJ SLS AASL 1.2.1</b> Students will be able to display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. (10 weeks)	Students will be able to integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  Students will be able to conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  Students will be able to “dig deeper” when conducting research to locate information and solve problems.

Relevant Standards	Learning Goals	Learning Objectives
<b>and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	<p><b>4.NJ SLS AASL 1.2.7</b>  Students will display persistence by continuing to pursue information to gain a broad perspective. (12 weeks)</p> <p><b>5. NJ SLS AASL 2.4.2</b>  Students will be able to reflect on systematic process, and assess for completeness of investigation. (12 weeks)</p> <p><b>6.NJ SLS AASL 2.2.4</b>  Students will demonstrate personal productivity by completing products to express learning. (15 weeks)</p> <p><b>7.NJ SLS AASL 3.3.1</b>  Students will solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. (10 weeks)</p>	<p>Students will be able to persist, and change directions when researching or problem solving.</p> <p>Students will be able to produce a product/presentation that convey the results of researched findings.</p> <p>When working in cooperative groups students will respectfully solicit thoughts and opinions of the group members.</p> <p>Students will be able to investigate the effects of technology products and how they may change in the future.</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> <li>Strategic questioning</li> <li>Think Pair share</li> <li>Exit/Admit tickets</li> <li>Google forms</li> <li>3-2-1 Countdown</li> </ul>	<ul style="list-style-type: none"> <li>Test/Quiz</li> <li>Rubrics</li> <li>Google Forms</li> <li>KWL</li> </ul>	<ul style="list-style-type: none"> <li>Multimedia presentations</li> <li>Dramatization</li> <li>Debate</li> <li>Collage</li> <li>Anchor charts</li> <li>Song/lyrics</li> </ul>	<ul style="list-style-type: none"> <li>Newscast</li> <li>Debate</li> <li>Dramatization</li> <li>Creation of Works Cited page</li> <li>Use of graphic organizers</li> <li>Multimedia presentation</li> </ul>



Possible Assessment Modifications /Accommodations			
<b>Special Education Students</b> <ul style="list-style-type: none"> <li>• Visual Aides</li> <li>• Enlarge text</li> <li>• Provide examples</li> <li>• Provide written directions along with oral directions and explanations</li> <li>• Place students in cooperative groups</li> <li>• Demonstrate desired outcome</li> <li>• Seated close to teacher</li> <li>• Compact content</li> <li>• Learning contracts</li> </ul>	<b>English language Learners</b> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Review of directions</li> <li>• Check often for understanding</li> <li>• Define key vocabulary, multiple meaning words, and figurative language</li> <li>• Answers to be dictated</li> </ul>	<b>At-Risk Learners</b> <ul style="list-style-type: none"> <li>• Written and oral directions</li> <li>• Review of directions</li> <li>• Work-in-progress check</li> </ul>	<b>Advanced Learners</b> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Problem-based activities</li> <li>• Choice Boards</li> <li>• Opportunity to work with other advanced learners.</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<ul style="list-style-type: none"> <li>• Provide clear learning goals and scales (rubrics)</li> <li>• Establish classroom routines</li> <li>• Identify critical information</li> <li>• Chunk content into “Digestible Bites”</li> <li>• Review content</li> <li>• Organize students to practice and deepen knowledge</li> <li>• Practice skills, strategies, and Processes</li> </ul>

Possible Instructional Modifications /Accommodations/Differentiation			
<b>Special Education Students</b> <ul style="list-style-type: none"> <li>• Visual Aides</li> <li>• Enlarge text</li> <li>• Provide examples</li> <li>• Provide written directions</li> </ul>	<b>English language Learners</b> <ul style="list-style-type: none"> <li>• Clear and concise instruction</li> <li>• Translate abstract concepts to concrete</li> <li>• Simplify vocabulary</li> </ul>	<b>At-Risk Learners</b> <ul style="list-style-type: none"> <li>• Written and oral directions</li> <li>• Frequent checks for understanding</li> <li>• Use of cooperative groups</li> </ul>	<b>Advanced Learners</b> <ul style="list-style-type: none"> <li>• Flexible pacing</li> <li>• Independent Study</li> <li>• Choice board</li> <li>• Opportunity to work with</li> </ul>

Possible Instructional Modifications /Accommodations/Differentiation			
along with oral directions and explanations <ul style="list-style-type: none"> <li>• Place students in cooperative groups</li> <li>• Demonstrate desired outcome</li> <li>• Seated close to teacher</li> <li>• Compact content</li> <li>• Learning contracts</li> </ul>	<ul style="list-style-type: none"> <li>• Provide concrete examples</li> </ul>		other advanced learners

Unit Vocabulary
<b>Unit Vocabulary:</b> Impact; environment; resources; species; credible; products

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
<b>Science:</b>  NJ SLS 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.  NJ SLS 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans  Social Studies: NJ SLS 6.1 U.S. History: America in the World	<b>Technology</b> <ul style="list-style-type: none"> <li>• Computer workstations – used for creating a variety of presentations, accessing the OPAC to locate books in the media center, and for research.</li> <li>• iPads – used for creating videos, taking pictures, research, apps</li> <li>• Google Drive – Used for sharing files and information with teacher and classmates</li> <li>• Google Classroom – Used for teacher/student</li> </ul>	<ul style="list-style-type: none"> <li>* Global Awareness</li> <li>* Health Literacy</li> <li>* Civic Literacy</li> <li>* Environmental Literacy -</li> </ul> 9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.	<ul style="list-style-type: none"> <li>* Creativity &amp; Innovation</li> <li>* Media Literacy</li> <li>* Information &amp; Communication Technologies Literacy</li> </ul> <ul style="list-style-type: none"> <li>• Creativity &amp; Innovation – Students will use creativity and innovation in preparing presentations.</li> <li>• Communication &amp; Collaboration – Students will communicate and collaborate with others to share information, projects, assignments, etc.</li> </ul>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
<p>NJ SLS CRP2 – Apply appropriate academic and technical skills</p> <p>NJ SLS CRP4 – Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>NJ SLS CRP11 – Use technology to enhance productivity</p>	<p>communication, assessment, and sharing.</p>		

Resources
<p><b>Texts/Materials:</b></p> <p><b>Materials:</b> Computer workstations; iPads; Various digital resources including World Book Online; Print informational text; Google Drive and Google Classroom</p>