



**Totowa Public Schools**

**Gifted and Talented**

**Grades 6-8**

**Aligned to NJ: 2020 SLS**

**BOE Adopted: 8/31/2022**

## Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Junior Entrepreneurs	9 Weeks	
Curriculum-based Tutorial	9 Weeks	
Button Design Contest	9 Weeks	
Kahoot! Quizzers	9 Weeks	

<b>Unit Title</b>	Junior Entrepreneurs- Start Your Own Business
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	Students will launch a plan for a goods or services business venture. This project will focus on targeting consumers, advertising, understanding supply and demand, determining cost and profit, and investing profits.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<p>What supplies would you need to operate your business?</p> <p>What is the weekly schedule for the business?</p> <p>What does it all costs?</p> <p>How much can you sell?</p> <p>Does your business work?</p> <p>How would you invest your profits?</p>
<b>Enduring Understandings</b>	<p>Determine supplies and classify as free items, weekly purchases, or one-time purchases. Use catalogs, newspaper ads, or visiting stores, to estimate the costs of each item that is needed for the business.</p> <p>Fill in time slots with activities for each day of the week such as school, sports, and other activities and decide which blank spaces you want to devote to work.</p> <p>Decide what to pay yourself and employees hourly, consider supplies needed, find prices listed on supply sheet, predict cost to run the business each week. If too high what can be done to cut back on expenses?</p> <p>Identify what an unit of merchandise means to your business and figure out how much time it takes to complete one unit. Determine if your business will be profitable and stay operational.</p> <p>Estimate the amount of profit you predict your business would make. Does your business take in more money than it spends?</p> <p>If you created a feasible business plan, decide how to allocated money to investment options.</p>

<b>Learning Outcomes</b>	Launch a plan for a goods or services business venture. Focus on targeting consumers, and advertising. Understand supply and demand. Determine cost and profit, and investing profits.
<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher created assessments, questions, checkpoints, teacher observations, classwork, portfolios, graphic organizers, homework
<b>Summative</b>	Student participation, Presentations, Projects, Portfolios, Written Assignments
<b>Alternative and Benchmark</b>	<a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	<a href="http://www.corestandards.org/Math/Practice/">http://www.corestandards.org/Math/Practice/</a> <a href="http://njprofoundation.org/wp-content/uploads/2014/08/curriculum.pdf">http://njprofoundation.org/wp-content/uploads/2014/08/curriculum.pdf</a> <a href="http://www.eirc.org/">http://www.eirc.org/</a> <a href="http://www.lemonadegame.com">www.lemonadegame.com</a> <a href="http://www.entre-ed.org">www.entre-ed.org</a> <a href="http://www.themint.com">www.themint.com</a> Computers/iPads/Internet/Smartboard/Internet/Office 365 NJPRO's Small Business Curriculum Teaching Tomorrow's Entrepreneurs Today <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.	

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.

9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.

9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1,

6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3). , , , Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.,

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

### **NJ: 2016 SLS: English Language Arts**

RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.10. \*\*By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10. 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.

SL.6.1. 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.

SL.6.1a. 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.

SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d. Establish and maintain a formal style/academic style, approach, and form.

W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

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W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

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W.8.10. 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.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### **Interdisciplinary Connections / 21st Century Connections**

#### **21<sup>st</sup> Century Connections**

- Critical Thinking
- Act as a responsible and contributing citizen and employee
- Communicate clearly and effectively and with reason



	<ul style="list-style-type: none"><li>• Consider the environmental, social and economic impacts of decisions</li><li>• Utilize critical thinking to make sense of problems and persevere in solving them</li></ul>
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<b>Unit Title</b>	Curriculum-based Tutorial
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	Students will investigate a topic(s) in any academic area (and for an age appropriate grade level of their choice), plan a 15-30 minute lesson, create a simple tutorial using Google Presentations, and evaluate their and other students' tutorials before presenting to an audience.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<p>What subject area lesson do you want to investigate?</p> <p>What grade level are you targeting for your audience?</p> <p>Is your Google presentation complete and simple/friendly to follow and within the time frame given?</p>
<b>Enduring Understandings</b>	<p>Determine the subject area needed and activities that would help develop better understanding of your selected topic.</p> <p>Choose level covered by your selection and keep your audience in mind as you incorporate age appropriate materials/resources to increase engaging all within the range level included.</p> <p>Evaluate and sample your presentation with other classmates to ensure it is simple enough for the target audience and complete to their needs before final presentation goal.</p>
<b>Learning Outcomes</b>	<p>Investigate a topic(s) in any academic area for an age-appropriate grade level of their choice.</p> <p>Plan a 15-30 minute lesson.</p> <p>Create a simple tutorial using Google Presentations.</p> <p>Evaluate their and other students' tutorials before presenting to an audience.</p>
<b>Assessment Evidence</b>	

<b>Formative</b>	Teacher created assessments, questions, checkpoints, teacher observations, classwork, portfolios, graphic organizers, homework
<b>Summative</b>	Student participation, Presentations, Projects, Portfolios, Written Assignments
<b>Alternative and Benchmark</b>	<a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	Computers/Internet/iPads/Smartboards/Microsoft Office 365 <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</p> <p>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p> <p>MP.1. Make <b>sense</b> of problems and persevere in solving them.</p> <p>MP.2. Reason abstractly and quantitatively.</p> <p>MP.3. Construct viable arguments and critique the reasoning of others.</p> <p>MP.6. Attend to precision.</p> <p>1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</p> <p>1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</p> <p>1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p>	
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### **Interdisciplinary Connections / 21st Century Connections**

21 <sup>st</sup> Century Connections	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Act as a responsible and contributing citizen and employee</li> <li>• Communicate clearly and effectively and with reason</li> <li>• Consider the environmental, social and economic impacts of decisions</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them</li> </ul>
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<b>Unit Title</b>	Button Design Contest
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	Students will participate in the Association of Mathematics Teachers of New Jersey (AMTNJ) Contest by designing a button that is catchy and creative illustrating a specified theme using pictures, numbers, words, and/or symbols. They will design a minimum of two, but one from each student will be considered for contest entry.

Unit Goals	
<b>Essential Questions</b>	<p>Does your button illustrate the current theme?</p> <p>Did you minimize the numbers and words used in your entry to stay within the shape of the button 3 inch diameter requirement and scaling up to 200%?</p> <p>Is the art work creative and not using copyrighted characters/slogans?</p>
<b>Enduring Understandings</b>	<p>Incorporate the mathematics, art, and technology require by AMTNJ theme.</p> <p>Preplan to ensure words and numbers are within the size requirements. Use mathematics and technology to measure design and stay within the range needed by AMTNJ Contest rules.</p> <p>Students will use creativity but limit themselves to original unique design that does not include copyrighted characters/slogans.</p>
<b>Learning Outcomes</b>	<p>Participation in the Association of Mathematics Teachers of New Jersey (AMTNJ) Button Contest.</p> <p>Designing of a button that is catchy and creative.</p> <p>Illustrations of a specified theme using pictures, numbers, words, and/or symbols.</p> <p>A design from each student will be considered for contest entry to represent the official AMTNJ Button!</p>
Assessment Evidence	
<b>Formative</b>	Teacher created assessments, questions, checkpoints, teacher observations, classwork, portfolios, graphic organizers, homework
<b>Summative</b>	Student participation, Presentations, Projects, Portfolios, Written Assignments
<b>Alternative and Benchmark</b>	<a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
Resources to Promote Learning	

<b>Resources and Equipment</b>	Computers/Internet/iPads/SmartBoards/Microsoft Office 365 Art materials to make a button <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</p> <p>1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p> <p>1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p> <p>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</p> <p>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</p>	
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L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.1.10. \*\*By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d. Establish and maintain a formal style/academic style, approach, and form.

W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.10. 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.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1a. 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.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

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SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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### **Interdisciplinary Connections / 21st Century Connections**

21 <sup>st</sup> Century Connections	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Act as a responsible and contributing citizen and employee</li> <li>• Communicate clearly and effectively and with reason</li> <li>• Consider the environmental, social and economic impacts of decisions</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them</li> </ul>
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<b>Unit Title</b>	Kahoot! Quizzers
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	Students will reference their favorite or best core classes/subjects, research, build knowledge, and gather relevant content to create quizzes and become leaders as they quiz fellow students, parents, siblings, teachers, etc. and assess their own understanding based on the quality of their content. Through a Kahoot! Account and tutorial, they will craft questions/hypotheses

	based on valid researched information, then present their assessment for an effectiveness rating based on a specified rubric.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<p>Did you create and followed a Kahoot account tutorial for starting your kahoot quiz?</p> <p>Was your selection of subject/class a topic you enjoy and would want to build knowledge of by gathering relevant information to incorporate on your quiz?</p> <p>Does your presentation and rating shows the effectiveness of your assessment?</p>
<b>Enduring Understandings</b>	<p>Become familiar with Kahoot! By creating a student account and watch tutorial provided for better understanding of Kahoot quizzers.</p> <p>Research topic of choice to further develop a broader knowledge of the subject by creating a quiz that would interest your audience and encourage them to participate and learn from the Kahoot quiz experience.</p> <p>Presentation and rating from audience should reflect the hard work put into the Kahoot quiz as well as the goal of engaging others in the learning experience through Kahoot technology quizzers.</p>
<b>Learning Outcomes</b>	<p>Research, building of knowledge, and gathering relevant content of their favorite or best core classes/subjects to create quizzes.</p> <p>Learners become leaders as they quiz their classmates, teachers, or at home with friends, parents and siblings.</p> <p>Assessment of their own understanding based on the quality of their content and use of visuals/videos.</p> <p>Creations of a Kahoot! Account and tutorial.</p> <p>Crafting of questions/hypotheses based on valid researched information.</p> <p>Presentations of their assessment for an effectiveness rating based on a specified rubric.</p>
<b>Assessment Evidence</b>	

<b>Formative</b>	Teacher created assessments, questions, checkpoints, teacher observations, classwork, portfolios, graphic organizers, homework
<b>Summative</b>	Student participation, Presentations, Projects, Portfolios, Written Assignments
<b>Alternative and Benchmark</b>	<a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	Computers/Internet/iPads/SmartBoards/Microsoft Office 365/Kahoot <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<p>8.2.8.ED.5: Explain the need for optimization in a design process.</p> <p>8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS- LS4-5, 6.1.8.CivicsPI.3).</p> <p>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p> <p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</p> <p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>MP.6. Attend to precision</p>	

## **NJ: 2016 SLS: English Language Arts**

RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.10. \*\*By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10. 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.

SL.6.1. 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.

SL.6.1a. 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.

SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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### **Interdisciplinary Connections / 21st Century Connections**

#### **21<sup>st</sup> Century Connections**

- Critical Thinking
- Act as a responsible and contributing citizen and employee
- Communicate clearly and effectively and with reason
- Consider the environmental, social and economic impacts of decisions
- Utilize critical thinking to make sense of problems and persevere in solving them

### **Accommodations & Modifications**

**Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs**



<p><b>Time/General</b></p> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<p><b>Processing</b></p> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<p><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>
<p><b>ELL, Enrichment, Gifted &amp; Talented Strategies</b></p>		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> <li>• Provide explicit, systematic instruction in vocabulary.</li> <li>• Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.</li> <li>• Expose ELLs to rich language input.</li> <li>• Scaffolding for ELLs language learning.</li> <li>• Encourage continued L1 language development.</li> </ul>		

- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group

- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.

- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.