

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Media	Grade Level(s): 5
BOE Adoption Date: September 2014	Revision Date(s): September 2015; October 2017

ABSTRACT

School libraries have evolved from having a focus on print materials to providing a rich selection of resources, both print and digital; from students learning how to search a card catalog to learning strategies for searching a variety of digital resources and using Web browsers; from basic literacy to information literacy (the ability to access, evaluate, and use information effectively). However, the skills learned from print transcend their use in books alone. “Students who understand systems of text organization are better equipped to use the Internet as it is today. Most notably, they expect worthy resources to have order. This may drive them to probe computer websites, which, for all their bells and whistles, are fundamentally arranged like reference books, with A-Z lists and topical divisions” (Preston 2009, 80)

Fifth-grade students continue to read a wide variety of grade-level-appropriate text, both in print and online. In fifth grade, students understand how features of both print and digital text make information accessible and use these specialized text features to locate relevant information. They use appropriate reference materials, including the thesaurus, to obtain needed information. Students are able to define the topic of a research investigation and create and use complex key-word searches to locate specific information online. Fifth-grade students are comfortable locating materials in the library, including biographies, using the library catalog and the library classification system.

Scanning and skimming skills are used to locate relevant information within resources. Students evaluate the source and the information for accuracy, credibility and relevance. They determine whether the information confirms or changes their original questions and whether more

information is needed. When necessary, students use more than one resource to verify and determine accuracy. They also record bibliographic information in an acceptable format.

Media literacy continues as students describe how media resources can serve as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Fifth-grade students use basic safety procedures when online. They demonstrate legal and ethical behavior in information use while understanding and respecting personal intellectual property. Students recognize suspicious online offers and invitations such as spam and phishing.

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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 interchangeably 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 to 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. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st 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
1 Library Orientation	September-October 6 weeks	NJ SLS AASL.1.1.4 NJ SLS AASL.1.1.8 NJ SLS AASL.2.1.2 NJ SLS AASL.3.1.2 NJ SLS AASL. 3.1.6 NJ SLS AASL.3.2.2 NJ SLS AASL.4.1.1 NJ SLS AASL 4.1.2 NJ SLS AASL.4.4.1 NJ SLS. SL.5.1. b NJ SLS Tec 8.1.5.A.1 NJ SLS Tech 8.1.5.D.4	1. NJSLS AASL.1.1.4 Find, evaluate and select appropriate sources to answer questions. (6 weeks) 2. NJSLS AASL.1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. (6 weeks) 3. NJ SLS AASL.2.1.2 Organize knowledge so that is useful. (6 weeks) 4. NJSLS AASL.3.1.2 Participate and collaborate as members of a social and intellectual network of learners. (6 weeks) 5. NJSLS AASL. 3.1.6 Use information and technology ethically and responsibly. (6 weeks) 6. NJSLS Tec 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. (6 weeks) 7. NJSLS Tech 8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. (6	Students will understand the library’s organization scheme and the main topics included in each section. Students will be able to independently use the OPAC to locate materials by title, author, subject, and keyword searches and explain the benefits of each search. Students will be able to identify, locate and access fiction, young adult, nonfiction, biography, reference collections, and other library resources independently. Students will be able to demonstrate knowledge of the rules and procedures of the library. Students will be able to explain safe, ethical and responsible use of information and technology. Students will be able to identify and follow the district’s Acceptable Use Policy. Students will be able to explain and demonstrate proper netiquette when interacting online (e.g., using Web 2.0 and social media tools).

			<p>weeks)</p> <p>8. NJSL AASL.3.2.2: Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. (3 weeks)</p> <p>9. NJSLS. SL.5.1. b Follow agreed-upon rules for discussions and carry out assigned roles. (2 weeks)</p> <p>10. NJSLS AASL.4.1.1 Read, view, and listen for pleasure and personal growth. (3 weeks)</p> <p>11. NJSLS AASL 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. (3 weeks)</p> <p>12. NJSLS AASL.4.4.1 Identify own areas of interest. (2 weeks)</p>	<p>Students will be able to participate in group discussions and listen respectfully to others.</p>
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Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
2 Literature Appreciation	8 weeks October-December	NJ SLS AASL.1.1.3 NJ SLS AASL.1.1.6 NJ SLS AASL 4.1.2 NJ SLS AASL 4.1.3 NJ SLS AASL.4.1.7 NJ SLSA R.5.2 NJ SLSA R.5.7 NJ SLS Tech 8.1.5.A.2	1. NJSLS AASL.1.1.3 Develop and refine a range of questions to frame search for new understanding. (2 weeks) 2. NJSLS AASL.1.1.6 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) 3. NJSLS RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (4 weeks) 4. NJSLS AASL 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. (8 weeks) 5. NJSLS AASL 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. (8 weeks) 6. NJSLS AASL.4.1.7 Use social networks and information tools to gather and share information. (6 weeks)	Students will be able to participate in group discussions, asking topic related questions to check understanding, Students will be able to summarize stories or poems using facts and details from the text to describe the major characters and theme. Students will be able to make predictions and inferences about events and characters. Students will be able to identify information about an author to explain their point of view. Students will be able to make and express personal connections to the events and characters in a story. Students will be able to share literature with other students, including student presented book talks, Readers’ Theatre, and online reviews. Students will be able to analyze and explain how illustrations and multimedia elements contribute to a story.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			7. NJSLSA R.5.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (8 weeks)	

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
3 Informational Literacy	Information Literacy 8 weeks December- February	NJ SLS AASL 1.3.3 NJ SLS AALS 1.1.4 NJ SLS AALS.1.1.7 NJ SLS AASL.3.1.6 NJSLS RI.5.1 NJSLS RI.5.2 NJSLS RI.5.9 NJ SLS Tech 8.1.5.D.1; NJ SLS Tech 8.1.5. E.1; NJ SLS Tech 8.1.5.A.3:	1. NJSLS AALS 1.1.4 Find, evaluate, and select appropriate sources to answer questions. (8 weeks) 2. NJSLS AALS.1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (8 weeks) 3. NJSLS RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (8 weeks)	Students will be able to locate and select literary nonfiction and informational texts. Students will understand the importance of using multiple sources when gathering information. Students will be able to use the organizational tools within a book (e.g. table of contents, index, chapter headings) to locate information. Students will be able to independently use various print and digital reference sources (e.g. dictionary, thesaurus, atlas, encyclopedia, almanac).

			<p>4. NJSLS AASL 1.3.3 Follow ethical and legal guidelines in gathering and using information. (8 weeks?)</p> <p>5. NJSLS RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (2 weeks?)</p> <p>6. NJSLS AASL.3.1.6 Use information and technology ethically and responsibly. (8 weeks)</p> <p>7. NJSLS RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text. (8 weeks)</p> <p>8. NJ SLS Tech 8.1.5.D.1 Understand the need for and use of copyrights. (8 weeks)</p> <p>9. NJ SLS Tech 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. (8 weeks)</p> <p>10. NJ SLS Tech 8.1.5.A.3: Use a graphic organizer to organize information about a problem or</p>	<p>Students will be able to explain the importance of citing bibliographic information.</p> <p>Students will be able to use quotation marks for all material taken directly from a source.</p> <p>Students will be able to refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.</p> <p>Students will be able to organize information using a graphic organizer.</p>
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Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
4 Research & Inquiry	14 weeks February-June	NJSLS AASL.1.1.2 NJSLS AASL.1.1.3 NJSLS AASL.1.1.4 NJSLS AASL.1.1.6 NJSLS AASL.2.1.2 NJSLS AASL 2.1.4 NJSLS AASL.2.1.8 NJSLS AASL 2.2.4 NJSLS AASL.2.4.2 NJSLS AASL.3.1.4 NJSLS AASL.3.4.2 NJSLS AASL 3.4.3 NJSLS AASL.4.3.1 NJSLS W.5.6 NJSLS W.5.7 NJSLS W.5.8 NJSLS RI 5.9 NJ SLS Tech 8.2.5.D.6; NJ SLS Tech 8.2.5.D.7	1. NJSLS AASL.1.1.2 Use prior and background knowledge as context for new learning. (14 weeks?) 2. NJSLS AASL.1.1.3 Develop and refine a range of questions to frame the search for new understanding. (14 weeks?) 3. NJSLS W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (14 weeks) 4. NJSLS AASL.1.1.4 Find, evaluate, and select appropriate sources to answer questions. (8 weeks) 5. NJSLS AASL.1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (14	Students will be able to conduct short research projects. Students will be able to select a topic for research. Students will be able to recall information from past experiences to guide research. Students will be able to gather information from sources, including both print and digital, to answer research questions. Students will be able to record and organize gathered information, paraphrasing so that it is not copied exactly from the source. Students will be able to work collaboratively to share information and communicate with others using online social tools. Students will be able to summarize

			<p>weeks)</p> <p>6. NJSLS W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting. (6 weeks?)</p> <p>7. NJSLS AASL.2.1.2 Organize knowledge so that it is useful. (4 weeks?)</p> <p>8. NJSLS AASL.2.1.4 Use technology and other information tools to analyze and organize information. (8 weeks?)</p> <p>9. NJSLS AASL 2.2.4 Demonstrate personal productivity by completing products to express learning. (6 weeks?)</p> <p>10. NJSLS W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (4 weeks?)</p>	<p>information from notes into a final project. Students will be able to create a bibliographic list of sources used in a final project.</p> <p>Students will be able to create a final product which summarizes and communicates researched information.</p> <p>Students will be able to review, evaluate, and reflect on the final product.</p> <p>Students will be able to evaluate and reflect on their ability to work cooperatively and their efforts toward production of a final product.</p> <p>Students will be able to Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Students will be able to use inquiry and research skills to evaluate and problem solve the impact that resources used in producing various products have on people, animals, and the environment.</p>
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			<p>11. NJSLS AASL.4.3.1 Participate in the social exchange of ideas, both electronically and in person. (4 weeks?)</p> <p>12. NJSLS AASL.2.1.8 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. (6 weeks?)</p> <p>13. NJSLS AASL.3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. (6 weeks?)</p> <p>14. NJSLS AASL.2.4.2 Reflect on systematic process, and assess for completeness of investigation. (14 weeks?)</p> <p>15. NJSLS AASL.3.4.2 Assess the quality and effectiveness of the learning product. (3 weeks)</p> <p>16. NJSLS AASL 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints. (14 weeks)</p> <p>17. NJSLS RI 5.9 Integrate and</p>	
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			<p>reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. (14 weeks)</p> <p>18. NJSLS Tech 8.2.5.D.6 Explain the positive and negative effects of products and systems on humans, other species and the environment, and when the product or system should be used. (8 weeks?)</p> <p>19. NJSLS Tech 8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or systems have on the environment. (8 weeks?)</p>	
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South Harrison School District

Grade 5 Media

Unit 1:

Library Orientation

Recommended Duration:

September-October

6 weeks

Unit Description:

- Learn/review the infrastructure of the library.
- Practice use of school library following rules and procedures
- Understand organization of library materials and location
- Utilize various types of materials in the school library
- Develop/review search strategies for locating library materials
- Utilize the OPAC to locate sources of information located within the library.
- Locate sources of information using the Internet
- Understand the importance of respecting others opinions during group discussions/activities

Essential Questions

- How are materials organized in the library
 - How can I locate materials in the library?
 - What is the procedure for book circulation?
- What types of resources are available in the library?

Enduring Understandings

1. There are a variety of resources available in the library (books, magazines, audio books, etc.)
2. The library is organized into sections and the main sections are: Fiction, nonfiction, and reference. Each section has its own organization system.
3. Nonfiction books are arranged numerically according to the Dewey Decimal System.
4. Fiction books are arranged in alphabetical order by the author's last name.
5. An OPAC can be used to search for desired materials/resources.

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary or Power</p> <p>NJ SLS AASL 1: Inquire, think critically, and gain knowledge</p> <p>NJ SLS AASL 2: Draw conclusions, apply knowledge to new situations, and create new knowledge</p> <p>NJ SLS AASL 3: Share knowledge and participate ethically and productively as members of our democratic society.</p> <p>NJ SLS AASL 4: Pursue personal and aesthetic growth.</p> <p>NJ SLS Technology 8.1: 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>NJ SLS Technology 8.2: 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>	<p>1. NJSLS AASL.1.1.4 Find, evaluate and select appropriate sources to answer questions. (6 weeks)</p> <p>2. NJSLS AASL.1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. (6 weeks)</p> <p>3. NJ SLS AASL.2.1.2 Organize knowledge so that is useful. (6 weeks)</p> <p>4. NJSLS AASL.3.1.2 Participate and collaborate as members of a social and intellectual network of learners. (6 weeks)</p> <p>5. NJSLS AASL. 3.1.6 Use information and technology ethically and responsibly. (6 weeks)</p> <p>6. NJSLS Tec 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. (6 weeks)</p> <p>7. NJSLS Tech 8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. (6 weeks)</p> <p>8. NJSLS AASL.3.2.2: Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. (3 weeks)</p>	<ul style="list-style-type: none"> • Students will understand the library’s organization scheme and the main topics included in each section. • Students will be able to independently use the OPAC to locate materials by title, author, subject, and keyword searches and explain the benefits of each search. • Students will be able to identify, locate and access fiction, young adult, nonfiction, biography, reference collections, and other library resources independently. • Students will be able to demonstrate knowledge of the rules and procedures of the library. • Students will be able to explain safe, ethical and responsible use of information and technology. • Students will be able to identify and follow the district’s Acceptable Use Policy. • Students will be able to explain and demonstrate proper netiquette when interacting online (e.g., using Web 2.0 and social media tools).

Relevant Standards	Learning Goals	Learning Objectives
	<p>9. NJSLS. SL.5.1. b Follow agreed-upon rules for discussions and carry out assigned roles. (3 weeks)</p> <p>10. NJSLS AASL.4.1.1 Read, view, and listen for pleasure and personal growth. (3 weeks)</p> <p>11. NJSLS AASL 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. (2 weeks)</p> <p>12. NJSLS AASL.4.4.1 Identify own areas of interest. (2 weeks)</p>	<ul style="list-style-type: none"> Students will be able to participate in group discussions and listen respectfully to others.

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

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

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

Possible Instructional Modifications (Modifications/Accommodations/Differentiation):			
Special Education Students <ul style="list-style-type: none"> • Follow student's IEP • Choice of books • Flexible grouping • Jigsaw • Read instructions orally • Demonstrate desired results • Provide examples 	English Language Learners <ul style="list-style-type: none"> • Review of directions • Check often for understanding • Define key vocabulary, multiple meaning words, and figurative language. • Extra visual and verbal cues and prompts 	At-Risk Students <ul style="list-style-type: none"> • Written and verbal directions • Provide examples • Place students in cooperative groups 	Gifted and Talented <ul style="list-style-type: none"> • Provide extension activities to include more critical thinking. • Create opportunities for advanced learner students to work

	<ul style="list-style-type: none"> Utilize text to speech options when available 		together
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Unit Vocabulary
Essential: OPAC; Dewey Decimal System; fiction; nonfiction; young adult; reference; netiquette, Acceptable Use Policy

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>21st Century Life and Careers:</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> <ul style="list-style-type: none"> Computer workstations – used for creating a variety of presentations and accessing the OPAC to locate books in the media center. iPads – used for creating videos and taking pictures. Google Drive – Used for sharing files and information with teacher and classmates Google Classroom – Used for teacher/student communication, assessment, and sharing. 		<p>Creativity & Innovation – Students will use creativity and innovation in preparing presentations.</p>

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

South Harrison School District

Grade 5– Media

Unit 2: Literature Appreciation

Recommended Duration: October-December (8 weeks)

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

- How are materials organized in the library
- How can I locate materials in the library?
- What is the procedure for book circulation?
- What types of resources are available in the library?

Enduring Understandings

- There are a variety of resources available in the library (books, magazines, audio books, etc.)
- The library is organized into sections and the main sections are: Fiction, nonfiction, and reference. Each section has its own organization system.
- Nonfiction books are arranged numerically according to the Dewey Decimal System.
- Fiction books are arranged in alphabetical order by the author's last name

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary or Power</p> <p>NJ SLS AASL 1: Inquire, think critically, and gain knowledge</p> <p>NJ SLS AASL 2: Draw conclusions, apply knowledge to new situations, and create new knowledge</p>	<p>1.NJSLS AASL.1.1.3 Develop and refine a range of questions to frame search for new understanding. (2 weeks)</p> <p>2. NJSLS AASL.1.1.6 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>Students will be able to participate in group discussions, asking topic related questions to check understanding,</p> <p>Students will be able to summarize stories or poems using facts and details from the text to describe the major characters and theme.</p> <p>Students will be able to make predictions and</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>NJ SLS AASL 3: Share knowledge and participate ethically and productively as members of our democratic society.</p> <p>NJ SLS AASL 4: Pursue personal and aesthetic growth.</p> <p>NJ SLS Technology 8.1: 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>NJ SLS Technology 8.2: 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> <p>NJ SLSA R.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>NJ SLSA R.5.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>3. NJSLS RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (4 weeks)</p> <p>4. NJSLS AASL 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. (8 weeks)</p> <p>5. NJSLS AASL 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. (8 weeks)</p> <p>6. NJSLS AASL.4.1.7 Use social networks and information tools to gather and share information. (6 weeks)</p> <p>7. NJSLSA R.5.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (8 weeks)</p> <p>8. NJ SLS Tech 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. (3 weeks).</p>	<p>inferences about events and characters.</p> <p>Students will be able to identify information about an author to explain their point of view.</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 analyze and explain how illustrations and multimedia elements contribute to a story.</p> <p>Students will be able to use word processing skills to present and communicate information.</p>

Relevant Standards	Learning Goals	Learning Objectives
NJ SLS Tech 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • 3-minute pause • A-B-C summary • Analogy prompt • Choral response • Debriefing • Exit Card • Hand signals 	<ul style="list-style-type: none"> • Quiz or exam • KWL • Rubric 	<ul style="list-style-type: none"> • Dramatization • Oral presentation • Story illustrations • Notebooks 	<ul style="list-style-type: none"> • Create anchor charts • Illustrate major story elements of a story • Redesign a book cover • Infographic describing an author or author's work

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

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

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- Compare and Contrast
- Choice of books
- Flexible grouping
- Read instructions orally
- Demonstrate desired results
- Provide examples

Possible Instructional Modifications /Accommodations/Differentiation			
Special Education Students – Refer to IEP's	English Language Learners	At-Risk Learners	Advanced Learners

Unit Vocabulary

Unit Vocabulary: Theme; Setting; Plot; Genres; Character traits; Story Elements

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

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
	and classmates Google Classroom – Used for teacher/student communication, assessment, and sharing.		

Resources
<p>Texts/Materials:</p> <p>Materials: Destiny Online Library Management Program; Computer workstations and laptops; iPads; <i>Pink and Say</i> by Patricia Polacco; Readers' Theaters</p>

South Harrison School District

Grade 5– Media

Unit 3: Information Literacy

Recommended Duration: December-February (8 weeks)

Unit Description:

- Explore informational text
- Learn the characteristics of credible sources
- Understand copyright and fair use guidelines
- Understand that there is a format for citing references.

Essential Questions

- How are materials organized in the library?
- How can I locate materials in the library?
- What is the procedure for book circulation?
- What types of resources are available in the library?

Enduring Understandings

- There are a variety of resources available in the library (books, magazines, audio books, etc.)
- The library is organized into sections and the main sections are: Fiction, nonfiction, and reference. Each section has its own organization system.
- Nonfiction books are arranged numerically according to the Dewey Decimal System.
- Fiction books are arranged in alphabetical order by the author’s last name

Relevant Standards

Content Standards: Primary or Power
NJ SLS AASL 1: Inquire, think critically, and gain knowledge

NJ SLS AASL 2: Draw conclusions, apply

Learning Goals

1. NJSLS AALS 1.1.4 Find, evaluate, and select appropriate sources to answer questions. (8 weeks)

 2. NJSLS AALS.1.1.7 Make sense of information

Learning Objectives

Students will be able to locate and select literary nonfiction and informational texts.

 Students will understand the importance of using multiple sources when gathering information.

Relevant Standards	Learning Goals	Learning Objectives
<p>knowledge to new situations, and create new knowledge</p> <p>NJ SLS AASL 3: Share knowledge and participate ethically and productively as members of our democratic society.</p> <p>NJ SLS Technology 8.1: 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>NJ SLS AASL 4: Pursue personal and aesthetic growth.</p> <p>NJSLS RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>NJSLS RI.5.2 Determine two or main ideas of a text and explain how they are support by key details: summarize the text.</p> <p>NJ SLS 8.1 Educational Technology: 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>gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting. information, and point of view or bias. (8 weeks)</p> <p>3. NJSLS RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (8 weeks)</p> <p>4. NJSLS AASL 1.3.3 Follow ethical and legal guidelines in gathering and using information. (8 weeks)</p> <p>5. NJSLS RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (2 weeks)</p> <p>6. NJSLS AASL.3.1.6 Use information and technology ethically and responsibly. (8 weeks)</p> <p>7. NJSLS RI.5.2 Determine two or main ideas of a text and explain how they are support by key details: summarize the text. (8 weeks)</p> <p>8. NJ SLS Tech 8.1.5.D.1 Understand the need for and use of copyrights. (8 weeks)</p> <p>9. NJ SLS Tech 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. (8 weeks)</p>	<p>Students will be able to use the organizational tools within a book (e.g. table of contents, index, chapter headings) to locate information.</p> <p>Students will be able to independently use various print and digital reference sources (e.g. dictionary, thesaurus, atlas, encyclopedia, almanac).</p> <p>Students will be able to explain the importance of citing bibliographic information.</p> <p>Students will be able to use quotation marks for all material taken directly from a source.</p> <p>Students will be able to refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.</p> <p>Students will be able to organize information using a graphic organizer.</p> <p>Students will understand fair use and copyright laws.</p>

Relevant Standards	Learning Goals	Learning Objectives
	10.NJ SLS Tech 8.1.5.A.3: Use a graphic organizer to organize information about a problem or issue. (3 weeks)	

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

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"> Cooperative learning groups Jigsaw Compare and Contrast Choice of books Flexible grouping Read instructions orally Demonstrate desired results Provide clear learning goals and scales (rubrics) Establish classroom routines

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- Identify critical information
- Chunk content into “Digestible Bites”
- Review content
- Organize students to practice and deepen knowledge
- Practice skills, strategies, and Processes
- Provide examples

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

Unit Vocabulary

Unit Vocabulary:

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

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
NJ SLS CRP2 – Apply appropriate	Technology <ul style="list-style-type: none"> • Computer workstations – 		Creativity & Innovation – Students will use creativity and innovation in

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>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>used for creating a variety of presentations, accessing the OPAC to locate books in the media center, and for research.</p> <ul style="list-style-type: none"> • iPads – used for creating videos, taking pictures, research, apps • Google Drive – Used for sharing files and information with teacher and classmates • Google Classroom – Used for teacher/student communication, assessment, and sharing. 		<p>preparing presentations.</p> <p>Communication & 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

South Harrison School District

Grade 5– Media

Unit 4: Research and Problem Solving

Recommended Duration: February-June (14 weeks)

Unit Description: 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.

Essential Questions

Enduring Understandings

- How are materials organized in the library?
- How can I locate materials in the library?
- What is the procedure for book circulation?
 - What types of resources are available in the library?

- There are a variety of resources available in the library (books, magazines, audio books, etc.)
- The library is organized into sections and the main sections are: Fiction, nonfiction, and reference. Each section has its own organization system.
- Non-fiction books are arranged numerically according to the Dewey Decimal System.
- Fiction books are arranged in alphabetical order by the author's last name

Relevant Standards

Learning Goals

Learning Objectives

Content Standards: Primary or Power
NJ SLS AASL 1: Inquire, think critically, and gain knowledge

NJ SLS AASL 2: Draw conclusions, apply knowledge to new situations, and create new

1. NJSLS AASL.1.1.2 Use prior and background knowledge as context for new learning. (14 weeks)

2. NJSLS AASL.1.1.3 Develop and refine a

Students will be able to conduct short research projects.

Students will be able to select a topic for research.

Relevant Standards	Learning Goals	Learning Objectives
<p>knowledge</p> <p>NJ SLS AASL 3: Share knowledge and participate ethically and productively as members of our democratic society.</p> <p>NJ SLS AASL 4: Pursue personal and aesthetic growth.</p> <p>NJ SLS Technology 8.1: 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>NJ SLS Technology 8.2: 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> <p>NJSLS W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</p> <p>NJSLS W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a</p>	<p>range of questions to frame the search for new understanding. (14 weeks?)</p> <p>3. NJSLS W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (14 weeks)</p> <p>4. NJSLS AASL.1.1.4 Find, evaluate, and select appropriate sources to answer questions. (8 weeks)</p> <p>5. NJSLS AASL.1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (14 weeks)</p> <p>6. NJSLS W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting. (6 weeks)</p> <p>7. NJSLS AASL.2.1.2 Organize knowledge so that it is useful. (4 weeks)</p> <p>8. NJSLS AASL.2.1.4 Use technology and other information tools to analyze and organize information. (8 weeks)</p>	<p>Students will be able to recall information from past experiences to guide research.</p> <p>Students will be able to gather information from sources, including both print and digital, to answer research questions.</p> <p>Students will be able to record and organize gathered information, paraphrasing so that it is not copied exactly from the source.</p> <p>Students will be able to work collaboratively to share information and communicate with others using online social tools.</p> <p>Students will be able to summarize information from notes into a final project. Students will be able to create a bibliographic list of sources used in a final project.</p> <p>Students will be able to create a final product which summarizes and communicates researched information.</p> <p>Students will be able to review, evaluate, and reflect on the final product.</p> <p>Students will be able to evaluate and reflect on their ability to work cooperatively and their efforts toward production of a final product.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>topic.</p> <p>NJSLS W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>NJSLS RI 5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>9. NJSLS AASL 2.2.4 Demonstrate personal productivity by completing products to express learning. (6 weeks)</p> <p>10. NJSLS W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (4 weeks)</p> <p>11. NJSLS AASL.4.3.1 Participate in the social exchange of ideas, both electronically and in person. (4 weeks)</p> <p>12. NJSLS AASL.2.1.8 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. (6 weeks)</p> <p>13. NJSLS AASL.3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. (6 weeks)</p> <p>14. NJSLS AASL.2.4.2 Reflect on systematic process, and assess for completeness of investigation. (14 weeks)</p> <p>15. NJSLS AASL.3.4.2 Assess the quality and effectiveness of the learning product.</p>	<p>Students will be able to Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Students will be able to use inquiry and research skills to evaluate and problem solve the impact that resources used in producing various products have on people, animals, and the environment.</p>

Relevant Standards	Learning Goals	Learning Objectives
	<p>(3 weeks)</p> <p>16. NJSL AASL 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints. (14 weeks)</p> <p>17. NJSL RI 5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. (14 weeks)</p> <p>18. NJSL Tech 8.2.5.D.6 Explain the positive and negative effects of products and systems on humans, other species and the environment, and when the product or system should be used. (8 weeks?)</p> <p>19. NJSL Tech 8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or systems have on the environment. (8 weeks?)</p>	

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

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

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

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- Practice skills, strategies, and Processes

Possible Instructional Modifications /Accommodations/Differentiation

Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Visual Aides • Enlarge text • Provide examples • Provide written directions along with oral directions and explanations • Place students in cooperative groups • Demonstrate desired outcome • Seated close to teacher • Compact content • Learning contracts 	<ul style="list-style-type: none"> • Clear and concise instruction • Translate abstract concepts to concrete • Simplify vocabulary • Provide concrete examples 	<ul style="list-style-type: none"> • Written and oral directions • Frequent checks for understanding • Use of cooperative groups 	<ul style="list-style-type: none"> • Flexible pacing • Independent Study <ul style="list-style-type: none"> • Choice board • Opportunity to work with other advanced learners

Unit Vocabulary

Unit Vocabulary: Impact; environment; resources; species; credible; products

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
<p>Science:</p> <p>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.</p> <p>NJ SLS 4-ESS3-2. Generate and compare multiple solutions to reduce</p>	<p>Technology:</p> <ul style="list-style-type: none"> • Computer workstations – used for creating a variety of presentations, accessing the OPAC to locate books in the media center, and for research. • iPads – used for creating videos, taking pictures, research, apps • Google Drive – Used for 		<ul style="list-style-type: none"> • Creativity & Innovation – Students will use creativity and innovation in preparing presentations. • Communication & Collaboration – Students will communicate and collaborate with others to share information, projects, assignments, etc.

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>the impacts of natural Earth processes on humans</p> <p>Social Studies: NJ SLS 6.1 U.S. History: America in the World</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>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>NJ SLS CRP11 – Use technology to enhance productivity</p>	<p>sharing files and information with teacher and classmates</p> <ul style="list-style-type: none"> • Google Classroom – Used for teacher/student communication, assessment, and sharing. 		

Resources
<p>Texts/Materials:</p> <p>Materials:</p> <ul style="list-style-type: none"> • Computer workstations; iPads; Various digital resources including World Book Online; Print informational text; Google Drive and Google Classroom