

Grade 6 Technology
Revised UBD Curriculum
Egg Harbor Township High School
Instructional Technology Department



Instructional | Technology

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DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and everyday society.

CAREER AND TECHNICAL EDUCATION

Mission:

New Jersey's Office of Career and Technical Education seeks to prepare students for career opportunities of the 21st century, succeed as global citizens and support healthy economic growth for New Jersey. Career and Technical Education prepares students to succeed as global citizens for career opportunities for the 21st Century and to support healthy economic growth within the state.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?

WHAT IS UNDERSTANDING BY DESIGN?

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

6th - 8th Technology Integration - Power Standards

Standard Number	Standard
Marking Period 1	
8.1.8.A.1	Demonstrate knowledge of real world problems using digital tools.
8.1.8.A.2	Create a document (e.g. newsletters, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
Marking Period 2	
8.1.8.A.1	Demonstrate knowledge of real world problems using digital tools.
8.1.8.A.2	Create a document (e.g. newsletters, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
Marking Period 3	
8.1.8.A.1	Demonstrate knowledge of real world problems using digital tools.
8.1.8.A.2	Create a document (e.g. newsletters, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Marking Period 4	
8.1.8.A.1	Demonstrate knowledge of real world problems using digital tools.
8.1.8.A.2	Create a document (e.g. newsletters, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.2.8.E.3	Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.

Unit Name: Technology Operations & Concepts

Author: Gavin MacNeill

UNIT

Subject: Technology Country: United States of America
Course/Grade: Grade 6 State/Group: NJ

School: Egg Harbor Twp Middle School

UNIT SUMMARY

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

UNIT RESOURCES

- Microsoft Word or Publisher
- PowerPoint
- Microsoft Excel
- Microsoft Access
- Photostory
- Snap!
- Finchbots
- CS First
- Google Slides
- Google Docs
- Minecraft

Internet Resource Links:

- www.readwritethink.org
- www.avery.com (Index card template)
- www.bighugelabs.com
- www.voki.com
- https://drive.google.com/file/d/0B6EmIsC9eJP_bjY5aEpIT0tsZEU/view?usp=sharing
- <https://www.cs-first.com/applied-digital-skills/en/if-then-adventure-stories.html>
- <https://www.common sense.org/education/lesson-plans/creating-scale-models>

STAGE ONE

GOALS AND STANDARDS

- **8.1.8.A.1.** Demonstrate knowledge of a real world problems using digital tools.
- **8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- **8.1.8.A.3.** Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- **8.1.8.A.4.** Graph and calculate data within a spreadsheet and present a summary of the results.
- **8.1.8.A.5.** Create a database query, sort and create a report and describe the process, and explain the report results.
- **21st Century.9.CRP4.** Communicate clearly and effectively with reason.
- **21st Century.9.CRP6** Demonstrate creativity and innovation.
- **21st Century.9.CRp11** Use technology to enhance productivity.

ENDURING UNDERSTANDINGS – The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. A tool is only as good as the person using it.

ESSENTIAL QUESTIONS – In a world of constant technological change, what skills should we learn? How do I choose which technological tools to use and when is it appropriate to use them? How can I transfer what I know to new technological situations/experiences?

KNOWLEDGE AND SKILLS – All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STAGE TWO

PERFORMANCE TASKS –

- **8.1.8.A.1, , 21st Century.9.CRP4, 21st Century.9.CRP6, 21st Century.9.CRp11**
 - Students will create a webpage on a real world issue.
- **8.1.8.A.2**

- o Students will create a flyer in Word or Publisher.
- o Students create trading cards
- o Students will create a website.
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- **8.1.8.A.3, 21st Century.9.CRP4, 21st Century.9.CRP6, 21st Century.9.CRp11**
 - o Students create a multimedia presentation.
 - o Students program a Finchbot to make random motions based on shadows.
 - o Students learn how to create scale models using Minecraft
- **8.1.8.A.4**
 - o Students create a spreadsheet.
 - o My Plate project
- **8.1.8.A.5**
 - o Students will create a database
 - o Collaborate synchronously through online digital tools
 - o Make decisions in groups effectively
 - o Communicate key ideas and details to entertain through creating an [If/Then Adventure Story](#)

OTHER EVIDENCE

Teacher observation, printed documents, NJ TAPIN rubric

STAGE THREE

LEARNING ACTIVITIES –

- **8.1.8.A.1** - Students will create a website using either Word or Docs that uses images and hyperlinks. The website will be about a local or global issue currently in the world.
- **8.1.8.A.2** - Students create school events flyer in Word or Publisher. Students create trading cards for planets or historical figures using www.readwritethink.org, www.avery.com (Index card template), www.bighugelabs.com
- **8.1.8.A.3** – Students will collaborate to create a Slide presentation. The Slide will be choose your own adventure. Students will create the Slide with images, videos, and hyperlinks. <https://www.cs-first.com/applied-digital-skills/en/if-then-adventure-stories.html>
- **8.1.8.A.3** – Students create speaking avatars to introduce a Greek god or Scientist using www.voki.com. Using Photostory, students create a personal narrative.
- **8.1.8.A.3** - Using Minecraft, students creating scale models using ratios and proportional reasoning to create scale models. <https://www.commonsense.org/education/lesson-plans/creating-scale-models>
- **8.1.8.A.3** – Students will program a Finchbot to simulate the reaction of a squirrel in danger, SquirrelBot activity. The Finch will make random movements to evade a possible predator. https://drive.google.com/file/d/0B6EmIsC9eJP_bjY5aEplT0tsZEU/view?usp=sharing
- **8.1.8.A.4** – Sports Statistics- Students choose an athlete and input statistics, then create a line graph and summarize findings.
- **8.1.8.A.5** - Use Access to create a “Reader’s Log” to organize texts by genre. Create a simple political database to organize elected officials, political platforms, etc.

Unit Name: Creativity and Innovation

Author: Gavin MacNeill

UNIT

Subject:	Technology	Country:	United States of America
Course/Grade:	Grade 6	State/Group:	NJ
School:	Egg Harbor Twp Middle School		

UNIT SUMMARY

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

UNIT RESOURCES

- Photostory or Windows Movie Maker
- Microphone

Internet Resource Links:

- www.audacity.com
- www.vocaroo.com
- www.kidcast.com
- <https://code.org/learn>
- <https://www.tynker.com/hour-of-code/solar-system>
- <https://www.tynker.com/hour-of-code/multiplication-escape>
- <https://www.khanacademy.org/hourofcode>

STAGE ONE

GOALS AND STANDARDS

- **8.1.8.B.1.** Synthesize and publish information about a local or global issue or event on a web-based shared hosted service. (podcasts, videos or vlogs).
- **21st Century.9.CRP4.** Communicate clearly and effectively with reason.

- **21st Century.9.CRP6** Demonstrate creativity and innovation.
- **21st Century.9.CRp11** Use technology to enhance productivity.

ENDURING UNDERSTANDINGS – Digital tools provide opportunities for people to have new experiences, recognize problems, design solutions, and express their ideas.

ESSENTIAL QUESTIONS – How can digital tools be used for creating original and innovative works, ideas, and solutions?

KNOWLEDGE AND SKILLS – The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.

STAGE TWO

PERFORMANCE TASKS –

- **8.1.8.B.1. 21st Century.9.CRP4, 6, 11**
 - Create a Public Service Announcement
 - Create a podcast
 - Create a digital game
 - Create a moving solar system through code
 - Create a drawing using Javascript language

OTHER EVIDENCE

Teacher observation, Moviemaker file or Photostory, podcast file

STAGE THREE

LEARNING ACTIVITIES –

- **8.1.8.B.1** –Students produce a public service announcement at the teacher’s discretion using Windows Movie Maker or Photostory.
Students create a podcast at the teacher’s discretion using www.audacity.com, www.vocaroo.com or www.kidcast.com

6th Grade – Create a game in PowerPoint by adding pictures, colors, sound effects and

even movies to make it appealing to the gamer

<http://www.wikihow.com/Create-a-Computer-Game-Using-PowerPoint>

Create a game with Play lab at Code.org. Hour of Code lesson. <https://code.org/learn>

- Students will use Tynker to code our solar system. Students will create the orbits for the planets and change the path of the planets.
<https://www.tynker.com/hour-of-code/solar-system>
- Students will use Tynker to code a multiplication game. A tutor will instruct the students through the process. <https://www.tynker.com/hour-of-code/multiplication-escape>
- Students will create various drawings using the Khan Academy interface. The course will take at least an hour to complete. Students will write code in JavaScript.
<https://www.khanacademy.org/hourofcode>

Unit Name: Communication and Collaboration

Author: Mary Ann Cassidy-Hayes

UNIT

Subject: Technology
Course/Grade: Grade 6

Country: United States of America
State/Group: NJ

School: Egg Harbor Twp Middle
School

UNIT SUMMARY

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

UNIT RESOURCES

- Microsoft Word
- Microphone

Internet Resource Links:

- <http://www.xtranormal.com/>
- www.wix.com/
- <http://audacity.sourceforge.net/>

STAGE ONE

GOALS AND STANDARDS

- **8.1.8.C.1** Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
- **21st Century.9.CRP6** Demonstrate creativity and innovation
- **21st Century.9.CRP7** Employ valid and reliable research strategies.

ENDURING UNDERSTANDINGS – Digital tools allow for communication and collaboration anytime/anyplace worldwide.

ESSENTIAL QUESTIONS – How has the use of digital tools improved opportunities for communication and collaboration?

KNOWLEDGE AND SKILLS – Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.

STAGE TWO

PERFORMANCE TASKS –

- **8.1.8.C.1, 21st Century.9.CRP6, 21st Century.9.CRP7**
 - Create a podcast, web page or word processing document.
 - Create a 3D animated movie.

OTHER EVIDENCE

Teacher observation; completed podcast, website or printed project, movie

STAGE THREE

LEARNING ACTIVITIES –

- **8.1.8.C.1, 21st Century.9.CRP6, 21st Century.9.CRP7**

Create a news story about a local issue using information gathered from interviewing local officials and/or community members in small groups. Submit the story for publication in your school or community newspaper, as a podcast to be posted on the school website or as a video that can be broadcasted on the local television station.

Create a 3D animated movie interviewing a world leader about a global issue or problem using <http://www.xtranormal.com/>

Unit Name: Digital Citizenship**Author: Gavin MacNeill****UNIT**

Subject: Technology
Course/Grade: Grade 6
School: Egg Harbor Twp Middle School

Country: United States of America
State/Group: NJ

UNIT SUMMARY

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

UNIT RESOURCES

- Microsoft Word or Glogster

Internet Resource Links:

- <http://www.bullyingacademy.org/>
- <http://edu.glogster.com/>
- <https://www.commonensemedia.org/educators/digital-compass>

STAGE ONE**GOALS AND STANDARDS**

- **8.1.8.D.1** - Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
- **8.1.8.D.2** - Summarize the application of fair use and Creative Commons guidelines.
- **8.1.8.D.3** - Demonstrate how information on a controversial issue may be biased.
- **8.1.8.D.4** - Assess the credibility and accuracy of digital content.
- **8.1.8.D.5** - Understand appropriate uses of social media and the negative consequences of misuse.
- **21st Century.CRP1** Acts as a responsible and contributing citizen and employee.
- **21st Century.CRP9** - Model integrity, ethical leadership and effective management

ENDURING UNDERSTANDINGS – Technology use can have positive or negative impact on both users and those affected by their use.

ESSENTIAL QUESTIONS – What are an individual's responsibilities for using technology? What constitutes misuse and how can it best be prevented?

KNOWLEDGE AND SKILLS – Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.

STAGE TWO

PERFORMANCE TASKS –

- **21st Century CPR1**
 - Mini games and scenarios.
- **8.1.8.D.1, 21st Century.9.CRP9** -
 - Review District AUP.
 - Create a poster.
 - Online activities.
- **8.1.8.D.2**
 - Students create an online survey.
 - View a video on fair use.
- **8.1.8.D.3**
 - Learn about propaganda & advertising by completing an advertising project
- **8.1.8.D.4**
 - Assess sites for accuracy and reliability.
- **8.1.8.D.5**
 - Display proper use of social media.

OTHER EVIDENCE

Teacher observation; NJTAPIN rubric, poster, completed survey, graphic organizer, logo, slogan, advertisement

STAGE THREE

LEARNING ACTIVITIES –

- **21st Century CPR1** – Play the Kung Fu Fibber game where students decide which messages are OK to post and which ones they need to pause.
https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/landing_pages/educator_guide_093015.pdf
- **8.1.8.D.1, 21st Century.9.CRP9** -
Review District AUP

Create a poster in Glogster or Word with tips about how to respond to a cyberbully and post on the school's website or around the school and community. Complete online activities at <http://www.bullyingacademy.org/>
- **8.1.8.D.2** - Create an online survey using www.Survey.monkey to determine what students know about fair use and creative commons.

Students view A Fairy Use tale to learn about fair use at http://www.youtube.com/watch?v=CJn_iC4FNDo

Students view a Common Craft video on citing work at
<http://www.commoncraft.com/video/copyright-and-creative-commons>

- **8.1.8.D.3** - Create an advertising project at <https://sites.google.com/site/advpbl/> to learn about propaganda and advertising. Students construct a graphic organizer, logo, slogan and advertisement.
- **8.1.8.D.4** - Students will CommonSense.org to access made up websites to find which site is credible. Also, students will use a situation story through Digital Compass where they will have to make choices for the character. <https://www.digitalcompass.org/game/index.html>
- **8.1.8.D.5** - Students will CommonSense.org to access whether or not a person is a good candidate for a job based on their social media profile.. Also, students will use a situation story through Digital Compass where they will have to make choices for the character. <https://www.digitalcompass.org/game/index.html>

Unit Name: Research and Information Literacy

Author: Mary Ann Cassidy-Hayes

UNIT

Subject:	Technology	Country:	United States of America
Course/Grade:	Grade 6	State/Group:	NJ
School:	Egg Harbor Township Middle School		

UNIT SUMMARY

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

UNIT RESOURCES

- Microsoft Excel
- Ozobot robot

Internet Resource Links:

- www.weather.org
- www.choosemyplate.gov
- [ht://bit.ly/KDOEVL](http://bit.ly/KDOEVL)
- <https://storage.googleapis.com/ozobot-lesson-library/basic-training-1/ozobot-basic-training-1.pdf>

STAGE ONE

GOALS AND STANDARDS

- **8.1.8.E.1** - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- **21st Century.9.CRP4.** - Communicate clearly and effectively and with reason.
- **21st Century.9.CRP7.** - Employ valid and reliable research strategies.
- **21st Century.9.CRP11.** - Use technology to enhance productivity.

ENDURING UNDERSTANDINGS – Information is spread worldwide within seconds due to technological advancements and has an immediate impact.

ESSENTIAL QUESTIONS – Why is the evaluation and appropriate use of accurate information more important than ever in the technological age?

KNOWLEDGE AND SKILLS – Effective use of digital tools assists in gathering and managing information.

STAGE TWO

PERFORMANCE TASKS –

8.1.8.E.1, 21st

- Use a database to track weather.
- Create a spreadsheet.
- Chart mathematics and environmental concerns in a spreadsheet.
- Use information to manipulate robots.

21st Century.9.CRP4

- Students communicate the data with clarity in a visual method.

21st Century.9.CRP7

- Students use reliable research process to search for weather information.

21st Century.9.CRP11

- Students are proficient using Microsoft Excel

OTHER EVIDENCE

Teacher observation; NJ TAPIN rubric, completed database and spreadsheets.

STAGE THREE

LEARNING ACTIVITIES –

- **8.1.8.E.1, Century.9.CRP4, 7 & 11** – Use www.weather.org to track average temperature in a specific location over a set period of time. Track this information in Microsoft Excel and create appropriate graphs.

Using www.choosemyplate.gov students compare and contrast nutritional information on similar food products in order to make informed choices and formulate results. Put the results into a spreadsheet.

Students participate in activities in which they investigate the data in connection with recyclable materials and develop plans to help the environment.
<http://illuminations.nctm.org/LessonDetail.aspx?id=U84> Students create line or bar graphs of their data in Excel.

Math Basic training for Ozobot robots. Introduce students to the robot Ozobot. Students learn how Ozobot senses its environment and moves in it. They also learn how to give commands to Ozobots via OzoCodes, which is the color code language that Ozobot understands.
<https://storage.googleapis.com/ozobot-lesson-library/basic-training-1/ozobot-basic-training-1.pdf>

English or Social Studies This lesson connects writing and programming. Students “act out” a fairytale using Ozobot as the main character. Story elements that students identify are plot, settings, characters, and problem. Part of the story will require programming the Ozobot to complete a task or engage in a behavior related to the story.
<http://portal.ozobot.com/lessons/detail/fairytale-lesson-1>

Unit Name: Critical Thinking, Problem Solving, and Decision-Making

Author: Mary Ann Cassidy-Hayes

UNIT

Subject: Technology
Course/Grade: Grade 6
School: Egg Harbor Twp Middle School

Country: United States of America
State/Group: NJ

UNIT SUMMARY

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

UNIT RESOURCES

- Digital camera
- Edmodo
- Moviemaker, Animoto or Photo Story
- Scratch

Internet Resource Links:

- www.voki.com
- <http://animoto.com/education>
- <http://edu.qlogster.com>
- <https://scratch.mit.edu/>

STAGE ONE

GOALS AND STANDARDS

- **8.1.8.F.1** - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

ENDURING UNDERSTANDINGS - Selection of technology should be based on personal and/or career needs assessment. A tool is only as good as the person using it.

ESSENTIAL QUESTIONS - How do I choose which technological tools to use and when it is appropriate to use them?
How can I transfer what I know to new technological situations/experiences?

KNOWLEDGE AND SKILLS – Information accessed through the use of digital tools assists in generating solutions and making decisions

STAGE TWO

PERFORMANCE TASKS –

- **8.1.8.F.1**
 - Students create a character and produce a book review
 - Create a movie on a cultural event.
 - Create a glog.
 - Code a story

OTHER EVIDENCE

Teacher observation; completed book review, completed movie and glog.

STAGE THREE

LEARNING ACTIVITIES –

- **8.1.8.F.1** – Use www.voki.com to create an avatar based on an independent Reading Book Review. Students post the voki on a wiki or class website

Create a video using Moviemaker, Animoto or Photostory on a cultural event. <http://animoto.com/education>, Work collaboratively with students from other countries to select a recent event that has had a global impact.

Create an electronic poster using an application such as <http://edu.glogster.com/> to illustrate the different viewpoints. Consider including images, video, podcasts along with text.

Use Scratch to animate a story ending that has a background, some movement in the story line, coordinates several sprites and coordinates messages (broadcast) to tell the ending.
<http://www.cs.uni.edu/~schafer/outreach/cs4hs/2016/doku.php?id=u2:start>

Curriculum Resources - Differentiated Instruction

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>