

Independent Learning Overview

Content Area: **Social Studies**
Course(s): **MEDIA-1**
Time Period:
Length: **45 Days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies/Media

Independent Learning

Course Number: 1068

BOARD OF EDUCATION

Todd Simmens, President

Vicki Becker, Vice President

Susanna Chiu

Robert Cancro

Liwu Hong

Laurie Lachs

Barbara Reiss

Chad Seyler

Meredith Shaw

Course Adoption: 6/1/2017

Curriculum Adoption: 6/1/2017

Date of Last Revision Adoption: 9/1/2017

Course Overview

COURSE DESCRIPTION

Have you ever wished you had time to dig deep into a topic or project, learn all about it and create something awesome? This is your chance. In this quarter course students will discover how to find the information they need to pursue a specific interest, and use that information to create, collaborate and teach others about their passion, whether it's knitting, anime, or molecular biology. Don't know what that passion is yet? Figuring it out is part of the process. In this hybrid course students will investigate their interests and then choose a specific topic, project, or skill to learn or explore. Students will document the process of discovering, proposing and planning their project using digital tools to research, journal, collaborate, and present their work, developing real-world skills for project management, communication and presentation. Digital citizenship and trending social media dynamics will also be considered. In this hybrid course students will work independently about eighty percent of each week, with teachers available at all times to guide and support them as needed.

Independent Learning Workshop--Course Scope & Sequence

Sequential Unit Description:	Associated CPI's to be achieved	Pacing Guide References	Proficiency Assessments
Unit 1: Understanding the Independent Learning Workshop	8.1.12.A.3 8.2.12.E.1 8.1.12.F.1	One week	Student successfully accesses and utilizes Moodle.
Essential Theme: Working with digital tools and resources for successful independent work.	8.2.12.E.1 SL.11-12.1		
Essential Question: How can we work effectively in a hybrid class?	RST.11-12.9 W.11-12.6		
Unit 2: Digital citizenship and trending social media dynamics.	8.1.12.A.3 8.12.D.1	Ongoing	Completion of Common Sense Media lessons and assessments.
Essential Theme: Empower students to think critically, behave safely, and participate responsibly in the online digital world.	8.1.12.D.2 8.1.12.D.4		
Essential Question: How does our presence in the digital world impact our real world lives?	8.1.12.E.2 8.1.12.F.1		
			Active and appropriate use of digital

8.2.12.B.3 tools.

8.2.12.E.1

RI.11-12.7

RST.11-12.9

SL.11-12.1

SL.11-12.2

W.11-12.6

W.11-12.7

WHST.11-12.9

8.1.12.A.1

8.1.12.A.3

8.1.12.D.1

8.1.12.F.1

Unit 3: Independent Learning Project

RST.11-12.7

Essential Theme: Independent learning including research, planning and presentation of the process and the product of that learning.

RST.11-12.9

SL.11-12.1

Ongoing

Rubric assessment of presentations, journaling and peer feedback.

SL.11-12.2

Essential Question: How can I plan, document and present my learning?

SL.11-12.4

SL.11-12.5

W.11-12.6

W.11-12.7

WHST.11-12.9

CONTENT FOCUS AREA, COURSE NAME AND CHARACTERISTICS

Course #1068

Course Number	School #s	Course Level	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
---------------	-----------	--------------	-------------	---------	---------------	--------------------	------------------------

Textbooks and Other Resources

Standards

LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one’s digital footprint.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and

	assess their potential to address personal, social, lifelong learning, and career needs.
TECH.8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
TECH.8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
TECH.8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent - Advanced Proficient
- B Good Above Average - Proficient
- C Fair - Proficient
- D Poor - Minimally proficient
- F Failing - Partially Proficient

COURSE EVALUATION

Each quarter students will be evaluated with tests and programming assignments using a total point basis to determine the quarter average. The semester/course average will be a weighted average of the 2 quarter averages (40% each) and a final exam (20%); in a full year course, each quarter is worth 20% of a student's final grade and each exam (midterm & final) is worth 10% of the student's final grade.

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.

Other Details

22106 Seminar

Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration

and planning component.