# Unit 3: Using and Understanding Resources

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**Title Section**

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# LIBRARY/MEDIA, 9/10 GRADES

# UNIT 3 - USING AND UNDERSTANDING RESOURCES

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** LIBRARY MEDIA SPECIALISTS, STEPHANIE BERMUDEZ AND COLLEEN FENNELLY

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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## Unit Overview

In the age of Information, our student must learn how to find and discriminate between what is reliable and what is unreliable information. In Unit 3 - Using and Understanding Resources the learner will learn that credible, well-chosen resources are the cornerstone of a well-written research paper. They will learn about the different types of resources (Primary, Secondary, Tertiary Sources), selecting the best resources for their particular assignment, and evaluating the credibility (5 Criteria-Authority, Accuracy, Currency, Relevance, and Objectivity) of the information they found.

## Enduring Understanding

Enduring understanding for Unit 3 -Using and Understanding Resources are:

- Search library resources by choosing keywords and putting them together to get accurate results
- Use advanced search options (i.e. full-text searching, fielded searching, subject/thesaurus searching etc.)

- Understand how Google responds to your search inquiry and breaks down the components of a search results page
- Articulate the differences between books, periodicals, and websites and how to use each when conducting research
- Ask objective questions to evaluate the reliability of a source
- Identify bias within a source
- Recognize the importance of using reliable sources
- Determine an assignment's information need
- Locate different types of library databases
- Identify specific government publications or products
- Define primary, secondary, and tertiary sources, and give examples of each

## Essential Questions

How do I find information?
What are the most appropriate resources to meet my needs?
What is the difference between primary and secondary sources?
How can I find reliable sources?
How can I use the Internet to find information and tell if it is realiable?
How do I identify and debunk fake news?
How do I select the best database to suit my research needs?
Do I need to locate government information?
Where would I best find the government information my research requires?
How can I identify diverse perspectives in my sources?
How do I evaluate the information I find online?
Is this information useful?
Why should I use multiple sources?

An effective researcher will ask the following questions:

*Who is the author of this source?*

- What are his/her academic or professional credentials?
- What else has this author written?
- For what audience does this author typically write?

*Who is the publisher of this source?*

- What company, journal or website published this source?
- What sort of work does this entity typically publish?
- Who owns, runs, or helps run this entity?
- Does this entity edit or review works before publishing them?

*What is the accuracy of the author's ideas?*

- Does (s)he cite outside sources when making key arguments?
- Is the author's research methodology clearly stated, if applicable?
- Is the overall structure of his or her argument clear and logical?

*What is the accuracy of the source's written presentation?*

- Does the source include a well-formatted bibliography (or equivalent)?
- What is the quality and quantity of the works that are cited?
- Does the source contain many spelling or grammatical errors?

*When was the source published?*

- What if any relevant developments does this publication date preceed?
- How old are the works cited by this source?
- If it includes links -- do the links still work, or are they broken?
- Does this source contain any statements or facts that are clearly out of date?

*Has this source been updated?*

- Does the source indicate that it has been updated or revised since its original release?
- Does the source indicate whether it will continue to be updated in the future?
- By whom is this source updated?

*What are the values, views, and biases of this source?*

- What are the subjective values of the author and/or publisher of this resarch?
- Where does the source acknowledge the author and/or publishers' subjective views?
- Was there a sponsor for this research, and if so, what might their biases be?
- Does the author primarily support his/her argument objectively or subjectively?

*How will the values, views, and biases of this source affect my research?*

- Is the overall level of subjectivity in this source appropriate for my research?
- Are there likely less subjective sources out there that also have its same strengths as this source?

*How does this source relate to my research?*

- What is the source's thesis and key sub-arguments?
- What is original or important about this source, that makes it distinct from my other sources?
- What aspects of this source's argument are tangential or un-related to my research?

*How will using this source affect my research?*

- What aspects of this source's argument are in conflict with my thesis?

- What aspects of this source's argument help specifically enhance my thesis?
- Are there likely to better sources out there than this one, that still serve the same purpose?

## Exit Skills

By the end of Grade 9/10, Library Media Unit 3, the student should be able to:

- Understand that research is a process that involves many steps.
- Define the information problem and identify the information needed by formulating and refining effective research questions.
- An ethical researcher responsibly accesses, uses, and cites materials.
- Access print and digital sources effectively in order to meet the researchers needs.
- Locate different types of library databases.
- Determine the difference between primary and secondary sources.
- Recognize, select, and evaluate the best resources to meet their needs.
- Evaluate the credibility of a source by the following (5)Criteria: Authority, Accuracy, Currency, Relevance, and Objectivity.
- 21st Century learners require the following skills to practice informed decision-making:  reading and interpreting text, extracting main and supporting ideas, interpreting and analyzing information, and recording and sharing new understandings.
- When multiple sources present conflicting information researchers cross-check materials, read, consider, and draw conclusions to resolve discrepancies.
- Identify bias within sources.

## New Jersey Student Learning Standards (NJSLS-S)

**N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 3 include:**

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| LA.RI.9-10.8 | Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| LA.RI.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. |
| LA.RI.9-10.10a | By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. |
| LA.RI.9-10.10b | By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. |
| LA.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.W.9-10.2.B | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| LA.W.9-10.2.C | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.W.9-10.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.9-10.2.F | Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| LA.W.9-10.3.A | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| LA.WHST.9-10.6 | Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| LA.W.9-10.3.C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| LA.WHST.9-10.7 | 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 |

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| | the subject under investigation. |
| LA.WHST.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| LA.WHST.9-10.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| LA.W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| LA.W.9-10.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| LA.W.9-10.7 | 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.W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| LA.W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. |
| I.A.1 | Formulating questions about a personal interest or a curricular topic. |
| I.B.1 | Using evidence to investigate questions. |
| I.B.2 | Devising and implementing a plan to fill knowledge gaps. |
| I.B.3 | Generating products that illustrate learning |
| I.C.1 | Interacting with content presented by others. |
| I.D.1 | Continually seeking knowledge. |
| I.D.2 | Engaging in sustained inquiry. |
| I.D.3 | Enacting new understanding through real-world connections. |
| I.D.4 | Using reflection to guide informed decisions. |
| V.A.1 | Reading widely and deeply in multiple formats and write and create for a variety of purposes |
| V.A.2 | Reflecting and questioning assumptions and possible misconceptions |
| V.A.3 | Engaging in inquiry-based processes for personal growth. |
| V.C.1 | Expressing curiosity about a topic of personal interest or curricular relevance |
| II.B.2 | Evaluating a variety of perspectives during learning activities. |
| II.B.3 | Representing diverse perspectives during learning activities. |
| IV.A.1 | Determining the need to gather information. |
| IV.A.2 | Identifying possible sources of information. |
| IV.A.3 | Making critical choices about information sources to use. |
| IV.B.1 | Seeking a variety of sources. |
| IV.B.2 | Collecting information representing diverse perspectives. |
| IV.B.3 | Systematically questioning and assessing the validity and accuracy of information. |

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| IV.B.4 | Organizing information by priority, topic, or other systematic scheme. |
| IV.C.1 | Accessing and evaluating collaboratively constructed information sites. |
| IV.C.2 | Contributing to collaboratively constructed information sites by ethically using and reproducing others work. |
| IV.C.3 | Joining with others to compare and contrast information derived from collaboratively constructed information sites. |
| IV.D.1 | Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. |
| IV.D.2 | Integrating and depicting in a conceptual knowledge network their understanding gained from resources. |
| IV.D.3 | Openly communicating curation processes for others to use, interpret, and validate. |
| LA.9-10.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| VI.A.1 | Responsibly applying information, technology, and media to learning. |
| VI.A.3 | Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. |
| VI.B.1 | Ethically using and reproducing others work. |
| VI.B.2 | Acknowledging authorship and demonstrating respect for the intellectual property of others. |
| VI.B.3 | Including elements in personal-knowledge products that allow others to credit content appropriately. |
| VI.C.1 | Sharing information resources in accordance with modification, reuse, and remix policies. |
| VI.C.2 | Disseminating new knowledge through means appropriate for the intended audience. |
| VI.D.1 | Personalizing their use of information and information technologies. |
| VI.D.2 | Reflecting on the process of ethical generation of knowledge. |
| VI.D.3 | Inspiring others to engage in safe, responsible, ethical, and legal information behaviors. |

## Interdisciplinary Connections

**Interdisciplinary Connections used in Unit 3 include:**

- **Language Arts**
- **Social Studies**
- **Science**
- **Technology**
- **Mathematics**
- **World Language**

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| LA.RH.9-10.1 | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| LA.RH.9-10.2 | Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| LA.RH.9-10.6 | Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| LA.RH.9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. |
| LA.RH.9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| LA.RH.9-10.9 | Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. |
| LA.RH.9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. |
| LA.RST.9-10.1 | Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. |
| LA.RST.9-10.2 | Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. |
| LA.RST.9-10.6 | Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. |
| WL.7.1.IH.A.C.1 | Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) |
| WL.7.1.IH.B.C.1 | Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) |
| WL.7.1.IH.C.C.1 | Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) |
| SOC.6.3.12.CS1 | Determine the credibility and value of information, while also considering context, point |

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| | of view, and multiple perspectives. |
| SOC.6.3.12.CS4 | Critically analyze information, make ethical judgments, and responsibly address controversial issues. |
| SOC.6.3.12.CS5 | Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues. |
| SOC.6.3.12.CS6 | Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events. |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |
| SOC.9-12.1.3.3 | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |
| 9-12.HS-ESS2-7.7 | Engaging in Argument from Evidence |
| 9-12.HS-ESS1-5.7 | Engaging in Argument from Evidence |
| 9-12.HS-ESS1-3.8 | Obtaining, Evaluating, and Communicating Information |
| 9-12.HS-PS2-5.3 | Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical and empirical models. |
| 9-12.HS-PS4-4.8 | Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs. |
| 9-12.HS-PS4-4.8.1 | Evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or media reports, verifying the data when possible. |

## Learning Objectives

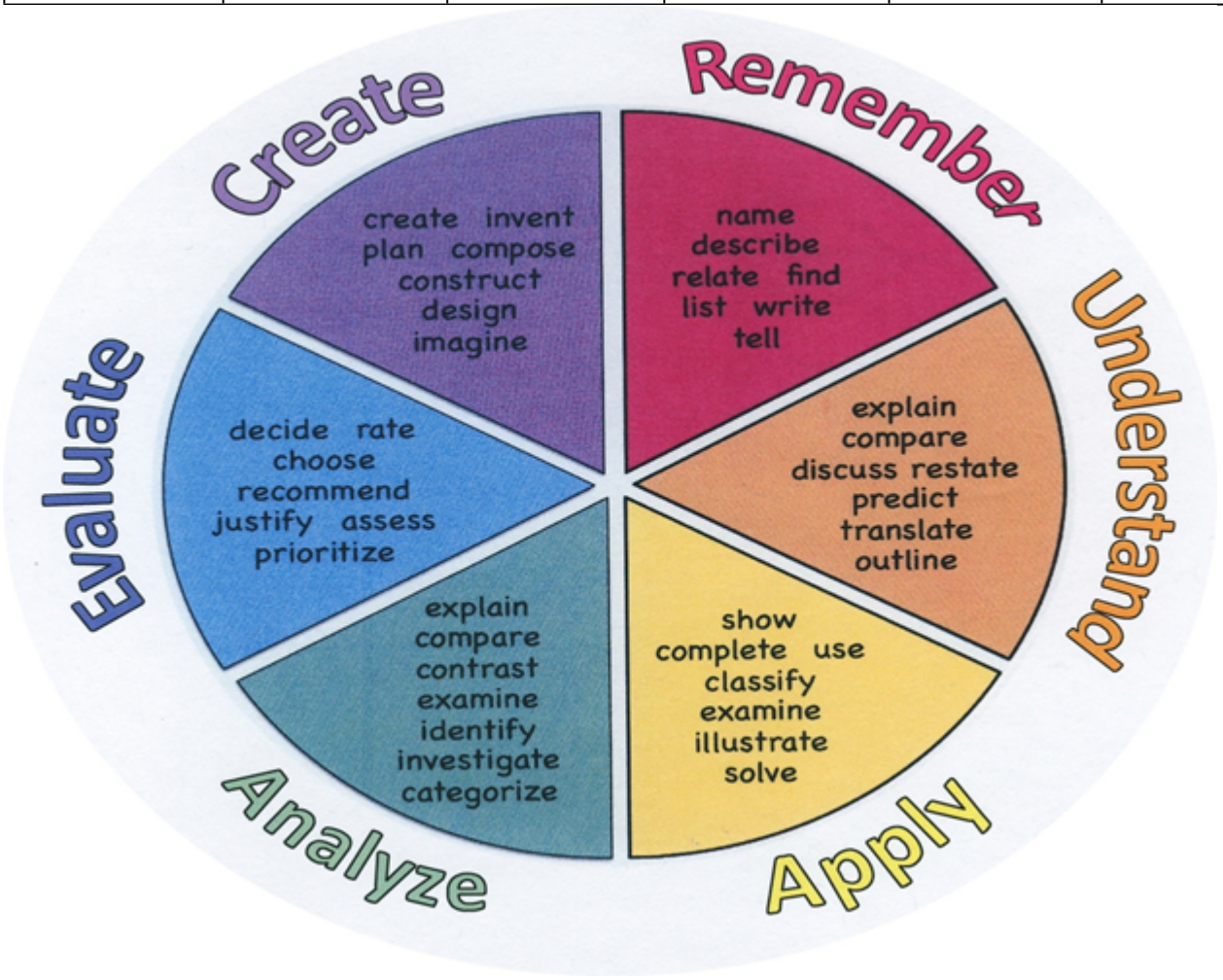
**Effective Learning Objectives Used in Unit 3 include:**

- **Compare** and **Select** Print and Nonprint resources.
- **Identify and Determine** reference materials based on the Research Question
- **Identify and integrate** credible reference information (via Internet and subscription Databases)
- **Devise and generate** a boolean search for Internet and Database Searches
- **Hypothesize** and **Recognize** credible websites based on research needs.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |

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|---|---|---|---|---|---|
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



## Suggested Activities & Best Practices

**Guidelines for Suggested Activities:**

- Acquaint the learner with what indicates a credible (5 Criteria-Authority, Accuracy, Currency, Relevance, and Objectivity) Print/Nonprint Resources.
- Have students create a research question and then form a list of keywords.
- Have students search for a specific articles using the boolean search method.
- Show students how they can select the best database based on their research question.
- Introduce students to persuasive and objective sources and discriminate and evaluate findings on biases and opinions.
- Walk students through the best techniques for identifying and evaluating questionable sources in order to locate objective and verifiable information.
- Teach students about using Primary, Secondary, and Tertiary Sources and when they would be helpful to obtain background and in-depth research.
- Explain to students the differences between a Google search and Database search

## Assessment Evidence - Checking for Understanding (CFU)

**Assessment Evidence/Checking for Understanding specifically used in Unit 3 will include:**

- Exit tickets and Unit Assessment (Google Forms) will be utilized to measure student's knowledge of the Using and Understanding Resources Unit.-formative assessment
- Learning Center Activities will be utilized during the lesson on "Finding Reliable Sources and How to Spot Fake News" lesson.
- Newspaper Headline will be used to check for understanding of recognizing bias and opinion research writing.
- Unit test-summative assessment
- Written reports-alternate assessment
- Have students create a research question and then form a list of keywords.-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share

- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

**District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources include:**

- Subscription Databases
- Database log-in information
- Google Slide Presentation "Finding Reliable Sources and How to Spot Fake News
- 5 Criteria-Authority, Accuracy, Currency, Relevance, and Objectivity Learning Center Group Activity for the following websites:

https://www.sciencenews.org/

http://www.rythospital.com/

http://www.dhmo.org/

https://zapatopi.net/treeoctopus/

https://buydehydratedwatercom.weebly.com/

http://www.molossia.org/countryeng.html

- Cited! Identifying Credible Information Online by Larry Gerber
- Fake News and the News Literacy Project 2018
  https://checkology.org/lessons/teacher/38/elements/690

## Ancillary Resources

**Ancillary Resources for Unit 3 include:**

Teacher created Google Slide Presentations

Credo-Sources Instructional Videos include:

- Evaluating and Using Quantitative Information
- Evaluating Sources for Objectivity
- Choosing a Data base
- Evaluating Sources
- How to Identify and Debunk Fake News
- Finding Government Information
- Primary Sources
- Secondary Sources
- Tertiary Sources
- Types of Resources
- Understanding Google Search Results
- Visual Literacy

## Technology Infusion

**Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:**

- Chromebooks
- Databases
- Teacher created Google Slides Presentations
- Credo-Source Instructional Videos

- Websites -Are these Reliable? Let us know if your Team's website passes as being credible? Why or Why Not?

1. https://www.sciencenews.org/
2. http://www.rythospital.com/
3. http://www.dhmo.org/
4. https://zapatopi.net/treeoctopus/
5. https://buydehydratedwatercom.weebly.com/
6. http://www.molossia.org/countryeng.html
7. http://www.journalism.org/2016/07/07/trust-and-accuracy

- Fake News and the News Literacy Project 2018 https://checkology.org/lessons/teacher/38/elements/690



## Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready |

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| | individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. |
| TECH.8.1.12 | 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. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.E.1 | Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. |
| 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.E.CS1 | Plan strategies to guide inquiry. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| TECH.8.1.12.E.CS3 | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |
| TECH.8.1.12.E.CS4 | Process data and report results. |
| TECH.8.1.12.F.CS2 | Plan and manage activities to develop a solution or complete a project. |
| TECH.8.1.12.F.CS3 | Collect and analyze data to identify solutions and/or make informed decisions. |
| TECH.8.1.12.F.CS4 | Use multiple processes and diverse perspectives to explore alternative solutions. |
| TECH.8.2.12.B.3 | Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs. |

## 21st Century Skills/Interdisciplinary Themes

21st Century Skills/Interdisciplinary Themes presented in Unit 3 include:

- Communication and Collaboration

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical thinking and Problem Solving

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- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

21st Century Skills presented in Unit 3 include:

- Global Awareness
- Civic Literacy
- Health Literacy
- Environmental Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

Effective educational Differentiation used within Unit 3 include:

- The student will be provided visual/auditory presentations during Unit 3 material and will have varied supplemental materials (Credo-Source Instructional videos, Teacher created Goolge Slide Presentations, websites, instructional youtube videos, etc.) and assistive technology (Google voice)when necessary.
- Students will be provided with simple, specific directions as to what the student is required to do and will pair these instructions with a visual using the Smart TV.
- Center-Based, multi-sensory approach and instruction that include Tiered Activities/Assignments will be used during Unit 3.
- Group investigations and/or Alternative formative and summative assessments (Kahoot! game) will be used during this unit.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

The **Special Education Learning** adaptations that will be utilized in Unit 3 include:

- Provide modifications as dictated in the student's own IEP/504 plan.
- Secure attention of the student before giving instructions/directions and having the student repeat the directions back in order to check for understanding.
- Modification and shortening of the student's assignments and checking work frequently for understanding will be utilized.
- Center-Based, multi-sensory instruction and highlighting text will be used when learning about Using and Understanding Resources
- For completing Activities During Unit 3- Using and Understanding Resources the student will work side by side with an assigned partner.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet

- Use open book, study guides, test prototypes

## English Language Learning (ELL)

The **English Language** Learning adaptations that will be employed in Unit 3 include:

- Use of Credo-Source instructional videos, Google Translate, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 3.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to Using and Understanding Resources.
- Asking peer tutors to assist the English Language learner when they are required to complete a task.
- Modified test and quizzes with the use of open-book study guide

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

The "At Risk" intervention strategies that will be employed in Unit 3 include:

- Use of instructional videos, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 3.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to Using and Understanding Resources.
- Asking peer tutors to assist the "at risk" learner when they are required to complete a task.

- Modified test with the use of open-book study guide

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

The **Talented and Gifted** adaptations that will be employed in Unit 3 include:

1. Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can investigate other areas of interest and self-select how they want to display their finished product (written projects, time lines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, Google slides, videos, etc.)

2. Students could enhance their research skill by exploring a local or global issue on a self-selected topic using the skills learned in Unit 3 and present their stance on the issue in the form of a multi-media presentation

3. Utilize project-based learning for greater depth of knowledge utilizing a higher order, critical & creative thinking skills, and discovery and present completed activities to the class.

4. Debate an issue and utilized the research skills learned to support their arguments.

5. Problem based learning activities utilizing Breakout EDU Kit.

- Above grade level placement option for qualified students

- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: