# Unit 2: Academic Integrity  Copied from: Library/Media Grades 9/10, Copied on: 02/21/22

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# LIBRARY/MEDIA, 9/10 GRADES

# ACADEMIC INTEGRITY

**Belleville Board of Education**

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Board Approved: September 23, 2019

## Unit Overview

Technology has significantly changed how we locate, analyze, and share information. Students will build 21st Century information research skills and will understand that information has value and that acting with academic integrity and displaying ethical behavior is essential to their growth and future academic success. Plagiarism is a huge problem in our schools and helping students recognize the specific types of plagiarism (cloning, aggregation, and self-plagiarism, etc.) will help prevent them from doing it. Teaching students strategies that will help prevent plagiarizing and explaining what the possible consequences for academic dishonestly will be explored. In this unit, students will be reintroduced to the concepts of copyright and plagiarism and what their role as a responsible information consumer. Students will revisit how to properly cite the information they have gathered during their research and learn the latest MLA Citation Style (Currently the 8th Edition).

## Enduring Understanding

**Enduring understandings**:

- Identify why information literacy matters in the age of information
- Understand the new information landscape, and how it affects you during your academic, personal, and professional life
- Understand the importance of using citations in order to write a successful research paper
- Define plagiarism and ethical behavior
- Recognize that acting with academic integrity stems from an understanding that information has value
- Appreciate scholarship an academic conversation
- Define copyright
- Understand the exceptions to copyright restrictions and know how to use different works ethically
- Understand what plagiarism is
- Understand the common types of plagiarism
- Understand how to avoid plagiarism
- Articulate what it means to be a digital citizen
- Develop an active membership in their own digital communities
- Demonstrate what it means to be a sage and responsible digital citizen
- Develop appropriate behavior online

## Essential Questions

How can I be an ethical researcher?

How can I use technology responsibly?

What methods can I use to record ideas and connections when processing information for research?

How can I collect and organize my information?

Why is it important to use my own words?

What is plagiarism?

What strategies can be utilized in order to prevent plagiarism?

What are the possible consequences of academic dishonesty listed in the BHS student handbook?

What are the different types of plagiarism (cloning, aggregation, self-plagiarism, etc.)?

How can I avoid plagiarizing?

What online tools would be helpful in avoiding plagiarizing one's research project?

Why do I need to give credit to my sources?

What is the MLA Style format for citing sources?

How do I cite my sources using the MLA (Eighth Edition) style for a website, book, Database, etc.?

How do I prepare a bibliography for the Works Cited page in my research?

## Exit Skills

By the end of Unit 2-Academic Integrity, the student should be able to:

- Understand how to be an ethical researcher
- Use technology responsibly
- Understand what methods can I use to keep track research sources
- Understand the concepts of copyright and plagiarism
- Define plagiarism
- Identify the best practices for avoiding plagiarism
- Locate and explain what the Belleville High School Academic Integrity Policy
- Identify the different types of plagiarism
- Demonstrate an online tool that is helpful in avoiding plagiarizing
- Demonstrate the MLA Style format for their research
- Understand the information needed to complete an MLA Citation Style
- Demonstrate MLA "in text" citations
- Complete a Works Cited page for their research

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

**N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 2 include:**

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| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. |
| 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.A | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| 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.9-10.5 | 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.9-10.7 | 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). |
| VI.A.1 | Responsibly applying information, technology, and media to learning. |
| VI.A.2 | Understanding the ethical use of information, technology, and media. |
| 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. |

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| 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 2 include:**

- **Science**
- **Social Studies**
- **World Language**
- **Technology**
- **21st Century Skills**

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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.9-10.3 | Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. |
| 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.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.WHST.9-10.2.A | Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| 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. |
| WL.7.1.IH.A.4 | Analyze historical and political contexts that connect or have connected famous people, |

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| | places, and events from the target culture(s) with the United States. |
| WL.7.1.IH.A.5 | Synthesize information from oral and written discourse dealing with a variety of topics. |
| 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. |
| 9-12.HS-ESS1-2.6 | Constructing Explanations and Designing Solutions |
| 9-12.HS-ESS3-1.6 | Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific knowledge, principles, and theories. |
| 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-ESS3-2.7 | Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed world(s). Arguments may also come from current scientific or historical episodes in science. |
| 9-12.HS-ESS1-3.8 | Obtaining, Evaluating, and Communicating Information |
| 9-12.HS-ETS1-1.1 | Asking Questions and Defining Problems |
| 9-12.HS-ETS1-2.6.1 | Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. |
| 9-12.HS-ETS1-3.6.1 | Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. |
| 9-12.HS-LS1-2.2 | Developing and Using Models |
| 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

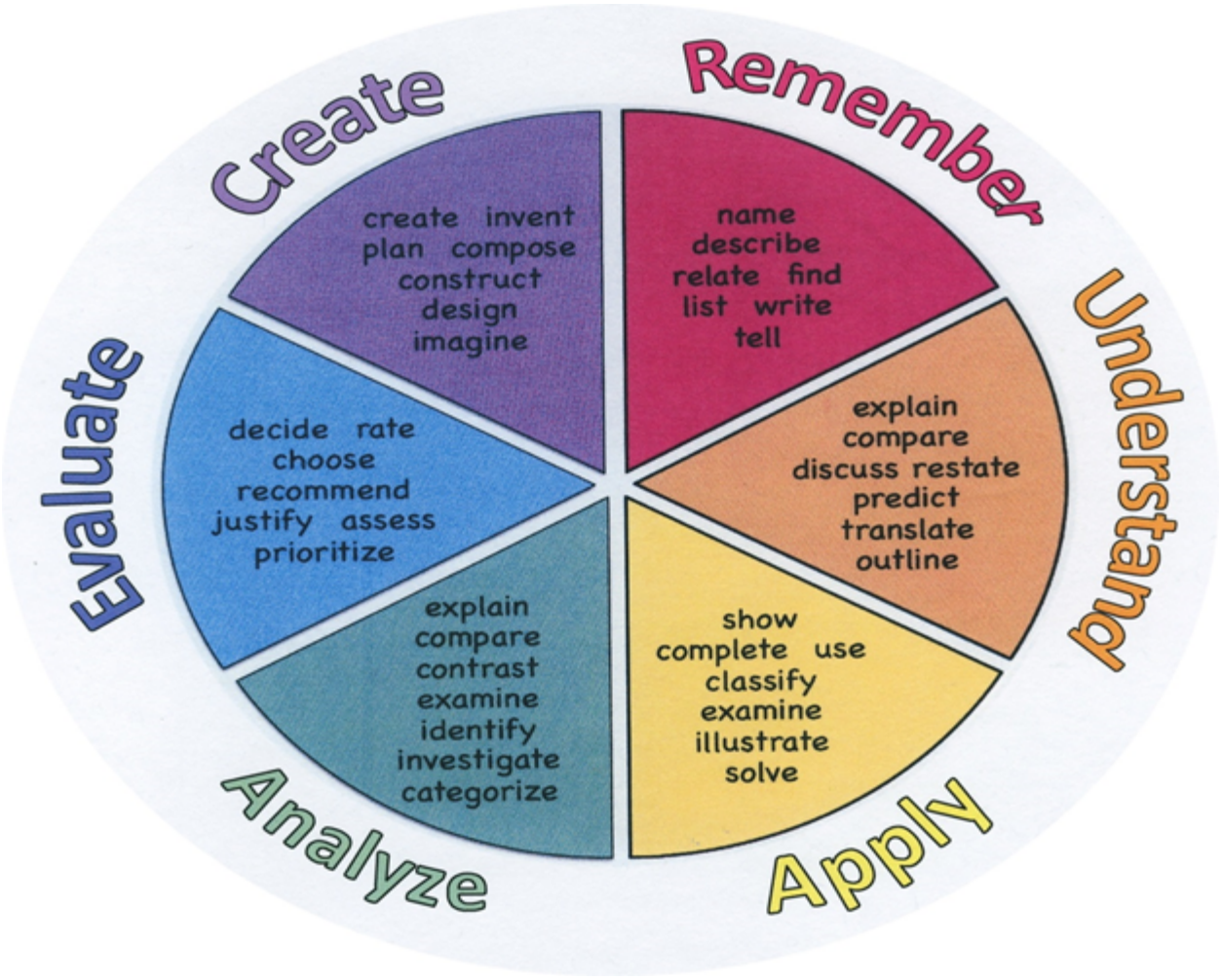
Students will be able to demonstrate the ability to:

- **Define** and **identify** examples plagiarism
- **Differentiate** between the various types of plagiarism
- **Examine** and **Evaluate** their own work (specifically checking for plagiarism)
- **Organize** and **Generate** proper MLA Style formated paper, in-text citations, and list of sources used presented in the Works Cited
- **Identify** and **Point out** the Belleville High School Academic Integrity Policy

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

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|

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|---|---|---|---|---|---|
| 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 |
| 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

Anticipatory set on Academic Integrity by utilizing the Credo-Source's 8-video collection:

- Academic Integrity
- Citation and Plagiarism
- Copyright
- Digital Citizenship 1
- Digital Citizenship 2
- Life in the Information Age
- MLA Citation Style 8th Edition
- What is Plagiarism?

BreakoutEDU activity **COMICS CRUSADER! TOPIC: LIBRARY/MEDIA, COPYRIGHT**

BreakoutEDU activity **THINK BEFORE YOU POST TOPIC: INTERNET SAFETY (Digital Citizenship)**

Utilize Teacher created Google Slides presentation on Plagiarism followed by Easybib QUIZ: Is it Plagiarism? http://www.easybib.com/guides/quiz-is-it-plagiarism/

Using BrainPOP! show students the video discussing plagiarism then have students complete one of the available activities such as making a map, activities, or game up.

Learning Center activities for Rules 1-5 Avoiding Plagiarism

Provide students with a variety of scenarios and have them determine if they are plagiarism or not and then explain why they are or are not.

Then have students determine the punishment based upon the academic integrity policy.

Have students practice paraphrasing by giving them a passage to summarize in their own words. Avoiding Plagiarism: The Activity Packet Assessment Passages A-F

## Assessment Evidence - Checking for Understanding (CFU)

**Assessment Evidence/Checking for Understanding specifically used in Unit 2 include:**

- Utilizing Google Forms to assess through quizzes based on new knowledge learned in the Credo-Source Program.-alternate assessment
- Question Stems that are framed around Bloom's Taxonomy will be utilized throughout Unit 2.-
- Web-Based Easybib Assessment-QUIZ: Is it Plagiarism? http://www.easybib.com/guides/quiz-is-it-plagiarism/ (and/or Google Forms Plagiarism Assessment)-benchmark assessment
- Learning Center Activities and Teacher observation checklist for Plagiarism Activity -Rules 1-5.
- Avoiding Plagiarism: The Activity Packet Assessment Passages A-F.
- Unit test-summative assessment
- Think, pair, share-formative 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:**

- Credo-Source Database subscription

- Teacher Google Slide presentation and/or video clip on Plagiarism
- Avoiding Plagiarism-Rules 1-5 Unit study from Teacher's Discovery
- Examples of plagiarism
- Copy of Student Handbook or provide online link in Google Stream
- Avoiding Plagiarism Activity packet - Chapter 20:  Conducting Advanced Research (Pgs. 287-289), Plagiarism Dilemmas, and To Cite or Not to Cite.
- BreakoutEDU activities

## Ancillary Resources

Ancillary Resources used in Unit 2 include:

- Youtube videos
- Teacher created Google Slides
- Brainpop! video

The following websites will be utilized when writing the MLA Research Paper

https://style.mla.org/works-cited-a-quick-guide/

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

https://www.youtube.com/watch?v=SG2pIUYUB9Y

Works Cited

http://www.easybib.com/mla-format/website-citation

http://www.citationmachine.net/mla/cite-a-website/cite-a-website

http://www.citethisforme.com/

## Technology Infusion

Credo-Source website and lesson plan materials

Brainpop!

Easybib QUIZ: Is it Plagiarism? http://www.easybib.com/guides/quiz-is-it-plagiarism/

Chromebooks

Smartboard

Google slides/PowerPoint

When writing the MLA Research Paper the following websites will be utilized:

https://style.mla.org/works-cited-a-quick-guide/

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

https://www.youtube.com/watch?v=SG2pIUYUB9Y

Works Cited

http://www.easybib.com/mla-format/website-citation

http://www.citationmachine.net/mla/cite-a-website/cite-a-website

http://www.citethisforme.com/

## 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 |

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| | 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.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the 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.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |
| PFL.9.1.12.A.3 | Analyze the relationship between various careers and personal earning goals. |
| PFL.9.1.12.E.4 | Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending. |
| PFL.9.1.12.E.5 | Evaluate business practices and their impact on individuals, families, and societies. |
| PFL.9.1.12.E.7 | Apply specific consumer protection laws to the issues they address. |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |
| 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.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| 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.3 | Compare and contrast policies on filtering and censorship both locally and globally. |
| TECH.8.1.12.D.4 | Research and understand the positive and negative impact of one's digital footprint. |
| TECH.8.1.12.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |
| TECH.8.1.12.D.CS2 | Demonstrate personal responsibility for lifelong learning. |
| TECH.8.1.12.D.CS3 | Exhibit leadership for digital citizenship. |
| 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.CS4 | Process data and report results. |

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| TECH.8.2.12.A.CS2 | The core concepts of technology. |
| TECH.8.2.12.A.CS3 | The relationships among technologies and the connections between technology and other fields of study. |
| 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.B.CS4 | The influence of technology on history. |

## 21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills

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

## 21st Century Skills

21st Century Skills presented in Unit 2 include:

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

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

## Differentiation

Effective educational Differentiation used within Unit 2 include:

- Study guides will be provided for the Credo-Source materials
- The student will be provided visual/auditory presentations during Unit 2 material and will have varied supplemental materials (Google Slides 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/Smartboard.
- Students will be given extra time to complete the task on the presented materials.
- Previewing the vocabulary and a providing a Plagiarism Study Guide will be provided.
- Small Group, Center-Based, multi-sensory approach and instruction that include Tiered Activities/Assignments and extra time to complete assignments will be used during Unit 2-Academic Integrity-Plagiarism.
- A Kahoot game will be used to review the information.
- A multi-sensory Problem Based Learning called:

BreakoutEDU activity **COMICS CRUSADER! TOPIC: LIBRARY/MEDIA, COPYRIGHT**
BreakoutEDU activity **THINK BEFORE YOU POST TOPIC: INTERNET SAFETY (Digital Citizenship)**
or alternative Breakout EDU activity will be used as a culminating activity.

**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 2 include:

- Center-Based and multi-sensory instruction will be used when learning Concepts About Plagiarism, copyright, and Digital Citizenship through the BreakoutEDU activities.
- Provide modifications as dictated in the student's own IEP/504 plan.
- Preferential seating will be utilized.
- Secure attention of the student before giving instructions/directions and having the student repeat the directions back in order to check for understanding.
- Provide study guides, modify and shorten student's assignments and test length for the Google Form quizzes.
- For completing Activities for Academic Integrity-Plagiarism 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 2 include:

- Use of instructional videos, Google Translate, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 2.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to Unit 2-Academic Integrity-Plagiarism.
- Asking peer tutors to assist the English Language Learner with filling in the notes/Study Guides for Unit 2 or when they are required to complete a task.
- Allowing open-book (notes/study guide) to be used during testing.
- Students may provide an alternative product in place of the test to demonstrate their learning ( i.e. project, poster boards, slide show, models, etc.)

- 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 2 include:

- Use of instructional videos, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 2.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to concepts about Academic Integrity-Plagiarism
- Asking peer tutors to assist the "At Risk" Learner when they are required to complete a task.
- Allowing open-book (notes/study guide) to be used 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.
- Students may provide an alternative product in place of the test to demonstrate their learning (i.e. project, poster boards, slide show, models, etc.)
- Using authentic assessment with real-life problem-solving (BreakoutEDU activities)

- 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 2 include:

- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students could create a MLA Style/Plagiarism Game to be played by group members.
- Create a plan to solve a local or global issue of Plagiarism or copyright infringement and present it to the class. They could achieve this by researching the plagiarism/copyright issues and writing a nonfiction report and/or create a multimedia presentation for the class to view.
- Create their own BreakoutEDU Game on Plagiarism/Copyright infringement
- Utilize project-based learning task (BreakoutEDU activities) for greater depth of knowledge utilizing a higher order, critical & creative thinking skills, and discovery and present completed activities to the class.

- 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: