# Unit 2: Academic Integrity and Plagiarism

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# LIBRARY/MEDIA, 8TH GRADE

# ACADEMIC INTEGRITY-PLAGIARISM

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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

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

Mr. George Droste, Director of Secondary Education

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## Unit Overview

To ensure students are following the Academic Integrity Policy set forth in the BMS Student Handbook, Unit 2 will focus on concepts of plagiarism and copyright infringement. In this unit students will understand their role as a responsible information consumer. Recent research has shown that plagiarism is a huge problem in our schools. In fact, a Rutgers study found that 64% of students admitted to plagiarism. The best way to prevent plagiarism is to educate students on how to properly conduct research, cite, quote, and produce unique and original work.

## Enduring Understanding

By the end of Unit 2, students will be able to:

- Identify and avoid plagiarism
- Respect copyright laws and guidelines
- Understand their role as a responsible information consumer
- Understand the possible repercussions for plagiarizing
- Understand the possible repercussions for infringement of copyright laws

## Essential Questions

What is plagiarism?

What strategies can be utilized in order to prevent plagiarism?

What are the possible consequences of academic dishonesty listed in the BMS 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?

## Exit Skills

By the end of Grade 8, Library Media Unit 2, the student should be able to:

- Define plagiarism
- Identify the best practices for avoiding plagiarism
- Locate and explain what the Belleville Middle School Academic Integrity Policy listed in the BMS Student Handbook
- Be able to identify the different types of plagiarism
- Demonstrate an online tool that is helpful in avoiding plagiarizing

## 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:**

| | |
|---|---|
| LA.W.8.2.B | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| LA.W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| LA.W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| 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. |
| 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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| WL.7.1.IM.A.1 | Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age - and level - appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. |
| WL.7.1.IM.A.4 | Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. |
| WL.7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| WL.7.1.NM.C.1 | Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience. |
| WL.7.1.NM.C.4 | Present information from age - and level - appropriate, culturally authentic materials orally or in writing. |
| 6-8.MS-ESS3-2.1.1 | Graphs, charts, and images can be used to identify patterns in data. |
| 6-8.MS-ESS2-3.4.1 | Analyze and interpret data to provide evidence for phenomena. |
| 6-8.MS-ESS3-2.4.1 | Analyze and interpret data to determine similarities and differences in findings. |
| 6-8.MS-ESS1-3.4.1 | Analyze and interpret data to determine similarities and differences in findings. |
| 6-8.MS-LS4-1.1.1 | Graphs, charts, and images can be used to identify patterns in data. |
| 6-8.MS-LS4-1.4.1 | Analyze and interpret data to determine similarities and differences in findings. |
| 6-8.MS-LS2-1.4.1 | Analyze and interpret data to provide evidence for phenomena. |
| 6-8.MS-PS1-2.4.1 | Analyze and interpret data to determine similarities and differences in findings. |
| 6-8.MS-PS1-3.8 | Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods. |
| 6-8.MS-PS4-3.8.1 | Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings. |
| SOC.6.2.8 | World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| SOC.6.3.8.CS3 | Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. |
| SOC.5-8.1.3.2 | Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. |

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| SOC.5-8.1.3.3 | Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.). |
| SOC.5-8.1.4.1 | Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. |
| SOC.5-8.1.4.2 | Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation). |

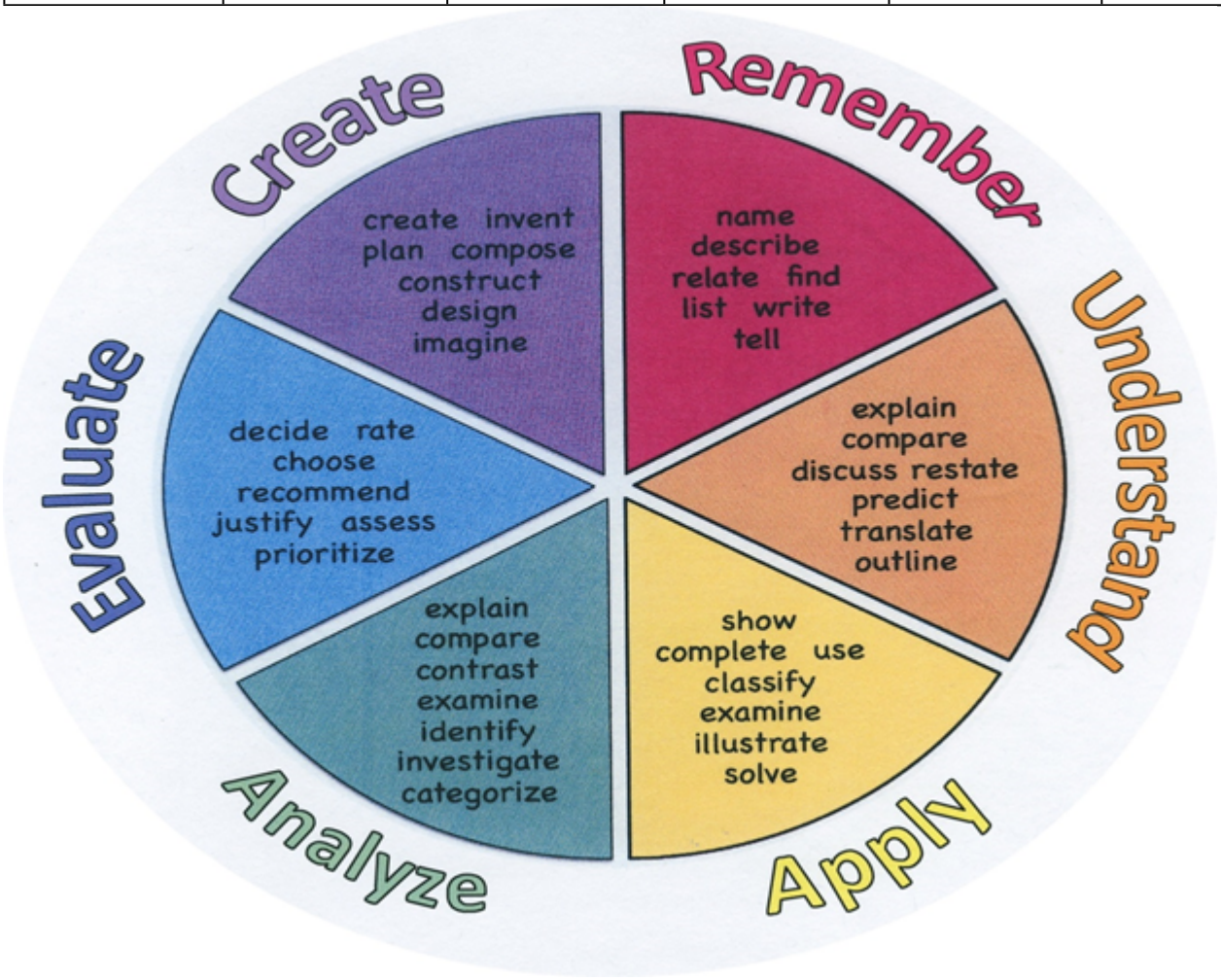
## Learning Objectives

Students will be able to demonstrate the ability to:

- Define and identify examples plagiarism
- Differentiate between two or more types of plagiarism
- Examine and Evaluate their own work (specifically checking for plagiarism)
- **Identify** and **Point out** the Belleville Middle School Academic Integrity Policy

| 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 |
| 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<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Modify<br>Operate<br>Subtract | | | |




## Suggested Activities & Best Practices

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

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. (formative assessment)

Learning Center activities for Rules 1-5 Avoiding Plagiarism (formative assessment)

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. (alternative assessment)

Then have students determine the punishment based upon the academic integrity policy. (formative assessment)

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

## Assessment Evidence - Checking for Understanding (CFU)

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

- Question Stems that are framed around Bloom's Taxonomy will be utilized throughout Unit 2 (formative assessment)
- Web-Based Easybib Assessment-QUIZ: Is it Plagiarism? http://www.easybib.com/guides/quiz-is-it-plagiarism/ (and/or Google Forms Plagiarism Assessment) (summative assessment)
- Learning Center Activities and Teacher observation checklist for Plagiarism Activity -Rules 1-5 (formative assessment)
- Avoiding Plagiarism: The Activity Packet Assessment Passages A-F (summative assessment)
- Have students evaluate their own past essays for plagiarism (essays saved in their Google folders) (alternative 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:**

Teacher Google Slide presentation and/or video clip on Plagiarism

Brainpop! video

Avoiding Plagiarism-Rules 1-5 Unit study from Teacher's Discovery

Examples of plagiarism

Copy of Student Handbook

Avoiding Plagiarism Activity packet - Chapter 20:  Conducting Advanced Research (Pgs. 287-289), Plagiarism Dilemmas, and To Cite or Not to Cite.

## Ancillary Resources

Ancillary Resources included in Unit 2 include:

Additional examples of plagiarism

Learning Center activities: practice paraphrasing and locating examples of plagiarism

QUIZ: Is it Plagiarism?

http://www.easybib.com/guides/quiz-is-it-plagiarism/

Plagiarism Escape Room "Can You Escape from Bad Habits?" (from Mrs. Fazio)

## Technology Infusion

Brainpop!

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

Chromebooks

Smartboard

Google slides/PowerPoint

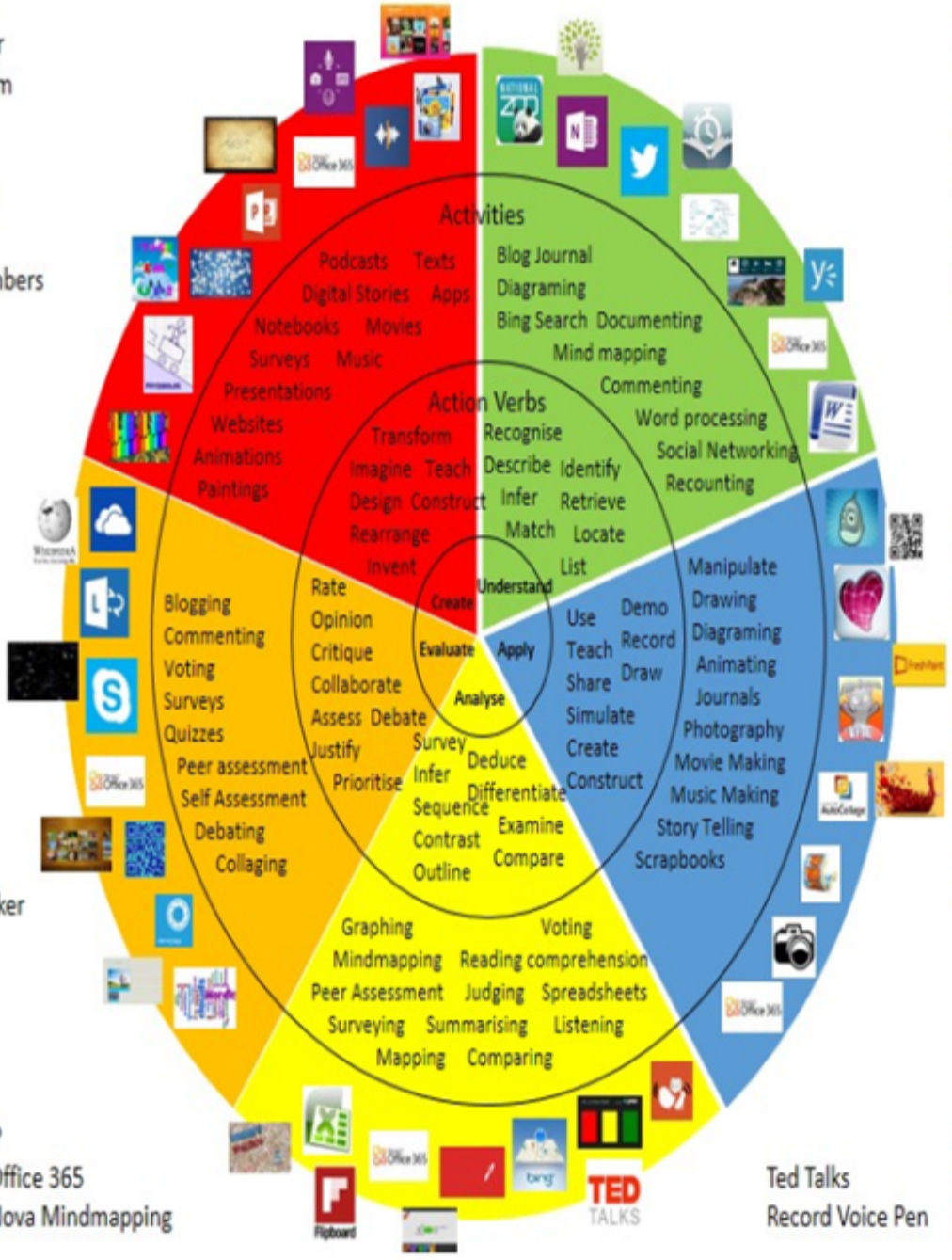
Perils of Plagiarism video

Kahoot game

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## 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.

| | |
|---|---|
| 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.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.9.1.8.A.3 | Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. |
| PFL.9.1.8.E.7 | Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws. |
| PFL.9.1.8.F.2 | Examine the implications of legal and ethical behaviors when making financial decisions. |

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|---|---|
| TECH.8.1.8.A.1 | Demonstrate knowledge of a real world problem using digital tools. |
| TECH.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. |
| TECH.8.1.8.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.8.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.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. |
| TECH.8.1.8.D.2 | Demonstrate the application of appropriate citations to digital content. |
| TECH.8.1.8.D.3 | Demonstrate an understanding of fair use and Creative Commons to intellectual property. |
| TECH.8.1.8.D.4 | Assess the credibility and accuracy of digital content. |
| TECH.8.1.8.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |
| TECH.8.1.8.D.CS2 | Demonstrate personal responsibility for lifelong learning. |
| TECH.8.1.8.D.CS3 | Exhibit leadership for digital citizenship. |
| TECH.8.1.8.E.CS1 | Plan strategies to guide inquiry. |
| TECH.8.1.8.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| TECH.8.1.8.E.CS4 | Process data and report results. |
| TECH.8.2.8.A.CS2 | The core concepts of technology. |
| TECH.8.2.8.A.CS3 | The relationships among technologies and the connections between technology and other fields of study. |
| TECH.8.2.8.B.6 | Compare and contrast the different types of intellectual property including copyrights, patents and trademarks. |

## 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:

- 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 Digital Escape Room called: "Can You Escape from Bad Habits?" 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:

- 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.
- Modification and shortening of the student's assignments and test length will be utilized when appropriate.
- Center-Based and multi-sensory instruction will be used when learning Concepts About Plagiarism
- 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.)

- 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 Plagiarism Game to be played by group members
- Create a plan to solve a local or global Plagiarism or copyright issue and present it to the class. They could achieve this by researching the plagiarism/copyright issue and writing a nonfiction report and/or create a multimedia presentation for the class to view.
- Play and attempt to breakout of a Breakout EDU game on Plagiarism
- Utilize project-based learning task 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

**Unit Name:**

Plagiarism

**AASL:**

VI.A.1 - Resoponsibly applying information, technology, and media to learning.

VI.A.2 - Understanding the ethical use of information, techology, 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.D.2 - Reflecting on the process of ethical generation of knowledge.

VI.D.3 - Inspiring others to engage in safe, responsible, ehtical, and legal information behaviors.

**Interdisciplinary Connection:**

English, Social Studies, Science

**Statement of Objective:**

SWDAT:

examine plagiarism violations through real world examples

recognize those ideas taken from other sources, whether these ideas are expressed in direct quotes, must be cited

**Anticipatory Set/Do Now:**
Students will be asked to answer the following question: What do you define as plagiarism?

**Learning Activity:**

After a brief discussion of the student's answers. The class will watch a video from brain pop on what plagiarism is. After watching the video, we will see if their answers match what was stated already. The media specialist will lead the students through a short PowerPoint/google slides presentation. Students will then look at a few real-world cases and decide if they are plagiarism or not and explain why. If there is time available students will watch perils of plagiarism video and play a game of kahoot!

**Student Assessment/CFU's:**

Exit Tickets

Explaining

Go- Around

**Materials:**

Laptops

Smartboard

Handouts

**21st Century Themes and Skills:**

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

**Differentiation/Modifications:**
Small group assignments

Pairing oral instruction with visuals

**Integration of Technology:**

Smart TV/Smartboard

Chromebooks

Brain pop!