Unit 4: Modern Technology

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts: Grade 6

Unit 4: Modern Technology

Belleville Board of Education

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Unit Overview

Modern Technology has allowed us to easily access a wealth of information and complete more tasks in less time, but at what cost? Writers have explored the positive and negative effects negative effects of the growth of technology. This unit has been designed to allow students to consider a range of perspectives on the benefits and dangers of modern technology. Students will focus on non fiction text leading to a culminating task of creating an original argument based on unit themes.

Enduring Understanding

- The author's point of view can affect how the author presents a subject.
- An valid argument must be supported through clear reasoning and relevant evidence.
- Writers develop and present arguments and support their claims using evidence and explanation drawn from reliable sources.
- Being able to read, synthesize, analyze, and evaluate informational texts can lead to a greater, more accurate understanding of a complex topic.
- Technology has become an important part of our lives, creating solutions but also new problems.

Essential Questions

- How does the author's point of view affect the way they write about their subjects?

- How do writers persuade readers to agree with their opinions?
- How does modern technology help us solve problems in new ways?
- Do we rely in technology too much?
- How is modern technology helpful and harmful to society?

Exit Skills

By the end of Grade 6, ELA Unit 3, the student should be able to:

- Determine an authors's point of view or purpose in a text and explain how it is conveyed in the text.
- Introduce and support a claim.
- Use supporting evidence that is both relevant and credible.
- Write arguments to support claims with clear reasons and relevant evidence.
- Use transitions to link claims and reasons and evidence to create cohesion within the text.
- Write conclusions that follow, naturally and logically, from the information presented.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use words, phrases, and clauses to clarify the relationships among claims and reasons.
- Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly.
- Integrate audio, visuals, and text in presentations.

New Jersey Student Learning Standards (NJSLS-S)

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interdisciplinary Connections

SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS9	Make informed and reasoned decisions.

Learning Objectives

- Analyze how an author expresses a point of view in an informational text.

- Trace and evaluate the argument and specific claims in a text
- Distinguishing claims that are supported by reasons and evidence from claims that are not.
- Write an argument with a clear introduction of the topic, a statement of opinion, and a conclusion that follows from the argument.
- Engage in a respectful, collaborative discussion with peers.
- Compare and contrast texts with similar themes or characters
- Connect to various texts through close reading strategies
- Support oral and written response with textual evidence

Suggested Activities & Best Practices

Suggested Activities:

Complete the following close reading model for reading for each Whole Group Selection. Guided reading questions can be found in the margins as students read and respond to each text.

1. First Read
2. Close Read
3. Analyze Text

Use Selection Tests to determine groupings

Utilize the gradual release model for each unit.

- **Whole Group**
- **Small Group**
- **Independent Learning**

Unit Performance-Based Assessment Tasks:

Write an Argument
Prompt: Do electronic devices and on line access really improve our lives?

Deliver a Multimedia Presentation
Prompt: Do the benefits of technology outweigh its disadvantages?

End of Unit Performance Based Assessment: Essay and Oral Presentation
Prompt: Do we rely on technology too much?

*Each selection in the **My Perspectives** text provides a challenge activity. Consider using these ideas in accelerated classroom.

Evidence of Student Learning - Checking for Understanding (CFU)

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist

- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

From My Perspectives English Language Arts textbook

Unit Introduction
Unit Video: Dog Receives Prosthetic Legs

Whole Class Learning

Anchor Text (Short Story): *Feathered Friend* by Arthur C. Clarke*

Anchor Text (Blog Post): *Teens and Technology Share a Future* by Stefan Etienne*

Anchor Text (Blog Post): *The Black Hole of Technology* by Leena Khan

Media (Video): *The Internet of Things* by IBM Social Media

Small-Group Learning

Short Story: *The Fun They Had* by Isaac Asimov

Blog Post: *Is Our Gain Also Our Loss?* By Cailin Loesch*

Media (Podcast): *Bored . . . and Brilliant? A Challenge to Disconnect From Your Phone* by NPR

Independent Learning

- 7-Year-Old Girl Gets New Hand From 3-D Printer by John Rogers
- Screen Time Can Mess With the Body's "Clock" by Andrew Bridges
- All Watched Over by Machines of Loving Grace by Richard Brautigan
- Sonnet, without Salmon by Sherman Alexie
- Teen Researchers Defend Media Multitasking by Sumathi Reddy*

*indicates higher lexiled texts for use in accelerated curriculum.

Additional Supplementary Readings for Accelerated Curriculum

News Story: As Technology, Will Technology Get Worse?

Video: What Do Mobile Phones DO to Teenage Brains? (CBS News)

Ancillary Resources

If you wish to use a trade book after completing Unit 3, please refer to the Teaching with Trade Books section in My Perspectives English Language Arts book or online in the Interactive Teacher's Edition for suggestions on how to incorporate the following thematically-related novels in this unit:

- A Wrinkle in Time by Madeleine L'Engle
- Anything but Typical by Nora Raleigh Baskin
- My Side of the Mountain by Jean Craighead George

Worktext: Common Core, Progress, Grade 6 - Sadlier School

Scholastic SCOPE Magazine - monthly subscription

Technology Infusion

- Student use of digital textbook
- 1-1 chromebooks
- Smartboard
- www.smartexchange.com
- Video/multimedia resouces integrated into each unit in the textbook
- Word Processing/ Typing essays
- Microsoft Office Suit
- Blog Journaling
- Survey Monkey
- Use of listening stations - iPod cart
- Self-Assessment with online Rubric - use of Google Docs
- Discussion Board Resource through **My Perspectives** digital features
- Plickers (CFUs)
- Prezi presentations
- Listening to Podcasts
- Remind 101 App - Text updates
- Use of Webquests
- Photostory

Alignment to 21st Century Skills & Technology

TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
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.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.

21st Century Skills/Interdisciplinary Themes

- 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

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

Differentiation

- Exit Tickets
- Individual Response Boards
- Think Pair Share
- Flexible Grouping
- Cooperative Learning

- Center Activities
- Mini-Lessons
- Open-Ended Responses
- Choice Activities
- Group Discussion
- Note-Taking/Outlines
- Highlighting
- Oral and Written Directions
- Additional Time
- Graphic Organizers
- Literature Circles
- Centers
- Problem Based Learning Units
- Tiered Assessments
- Multiple Intelligence Options
- Menu Boards
- Independent Studies
- Jigsaw groupings
- Allow for continued research
- Provide directions that are both written and verbal
- IEP/504 Accommodations (see below)
- Differentiated performancr tasks
- Leveled texts
- Audio Summaries

Intervention Strategies

- 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

Special Education Learning

- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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)

- 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

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: