

Unit 07: Effect Research Techniques/Culture/Afghanistan

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

LA.K-12.NJSLSA.L	Language
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	Knowledge of Language
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	Vocabulary Acquisition and Use
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.2.B	Spell correctly.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
LA.L.6.3.B	Maintain consistency in style and tone.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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.6.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.L.3.3.A	Choose words and phrases for effect.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Meaning

Essential Questions

Essential Questions

- What is the Internet/ World Wide Web?
- How can we move around the web?
- How do we get back to the last page?
- What are the tips and tricks when surfing the Web to find information?
- Which sites have credible information?
- How does culture affect society's rules?
- How does history affect society?
- What happens in the past affects the present.
- What is culture?
- Why did Afghanistan
- Who are the Taliban?
- How did the Taliban affect the culture of Afghanistan?
- How has religion shaped the character and political sphere of the Middle East?

Enduring Understanding/Indicators of Understanding

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- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Students will have the knowledge of technology tools and operational procedures that enables people to use technology effectively.

- Acquire knowledge and skills to think analytically and systematically about how past interactions of peoples, 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.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Key computer terms: network, client, server, Internet, URL, domain name server, email, hyperlinks, World Wide Web, search engine, keyword, bookmarking
- What happens in the past affects the present.
- Culture of Afghanistan dramatically changed during the rule of the Taliban.
- Culture differences between United States of America and Afghanistan
- Vocabulary: culture, search engine, World Wide Web

Skills

Skills

Student will be skilled at ...

- Explain six different ways that the Internet is used to share information.
- Be able to “surf” the Web using proper keywords
- Browse websites and deem their credibility
- Compare and contrast American cultures to that of ones in the students ancestry.
- Identify cultural characteristics of Afghanistan.
- Research effectively using the Web.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

<http://iml.jou.ufl.edu/carlson/1990s.shtml>

[Welcome to the Web webquest](#)

[collage rubric.doc](#)

[collage rubric modified.doc](#)

[culture day 1.doc](#)

[Scavenger Hunts](#)

[Lesson Plans 6:2.doc](#)

<http://www.jamesreeve.com/banned/info.html>

<http://teacher.scholastic.com/scholasticnews/indepth/afghanistan/index.htm>

<http://www.factmonster.com/world/statistics/school-years.html>

<http://www.rawa.org/rules.htm>

<http://www.rferl.org/content/article/1101400.html>

Formative Assessment Strategies

Formative Assessment Strategies

- Observation
- Quiz
- Group work
- Hand signals
- Choral responses
- Turn to your partner
- Oral/ and or written responses to listening activities
- Webquest
- Participation
- Homework
- Class work assignments
- Daily "Tech Byte"

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Nonfiction articles- read and respond
- Read and respond to nonfiction articles
- Scavenger Hunts
- Webquests
- Venn Diagram

[Plans 6-1.doc](#)

[Plans 5-28.doc](#)

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students

at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.