



Grade 6 New Jersey State Learning Standards

Marking Period		Unit Title	Recommended Instructional Days
3		“Modern Technology”	45
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit	
Progress Indicator: RL.6.1, RL.6.2, RL.6.5, RL.6.10	Progress Indicator: RI.6.1, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.9, RI.6.10		
Companion Standards Subject:	Writing Strand:	<u>Essential Question/s:</u> <ul style="list-style-type: none"> How is modern technology helpful and harmful to society? What effect does having constant access to mobile devices have on us? What drives people to explore? <u>Activity Description:</u> <u>Whole-Class Learning</u> <ul style="list-style-type: none"> Read and determine authors’ points of view and evaluate ideas expressed in both literary works and nonfiction texts. RL.6.6, RI.6.6 Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4 Write an argument to support a claim with clear reasons and relevant evidence. W.6.1 Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7 	
Progress Indicator: MU.6-8.1.3A.8.Cr3b, MU.6-8.1.3A.8.Cn10a, MU.6-8.1.3A.8.Cn11a ESS3.D: Global Climate Change SOC.6.2.8.EconGE.3.a	Progress Indicator: W.6.1, W.6.1.a-e, W.6.2, W.6.3, W.6.3.d, W.6.5, W.6.9, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1 Write an Argument Essay: Prompt: Do we rely on technology too much? (T.E.pg.268) Prompt: Can anyone be an explorer? (T.E.pg.434-439)		
Speaking and Listening Strand:	Language Strand:		
Progress Indicator: SL.6.1, SL.6.1.a, SL.6.1.b, SL.6.2, SL.6.4, SL.6.5	Progress Indicator: L.6.1, L.6.2, L.6.2.a, L.6.4, 6.4.a, L.6.4.b, L.6.5, L.6.5.a, L.6.6		

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Companion Standards Subject:	Writing Strand:	
		<ul style="list-style-type: none"> Use words, phrases, and clauses to clarify the relationships among claims and reasons. L.6.1 Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1 Integrate audio, visuals, and text in presentations. SL.6.5
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	<p>Small-Group Learning</p> <ul style="list-style-type: none"> Read and determine authors' points of view and evaluate ideas expressed in both literary works and nonfiction texts. RL.6.6, RI.6.6 Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4 Write an argument to support a claim with clear reasons and relevant evidence. W.6.1 Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7 Use words, phrases, and clauses to clarify the relationships among claims and reasons. L.6.1
 <p>GRADE 6 Social & Emotional Learning</p> <p>Self-Awareness Self-Management Social Awareness Responsible Decision-Making Relationship Skills</p> <p>Second Step Unit Plans</p> <ul style="list-style-type: none"> Self Awareness 	 <p>Responsible Decision-Making</p>	

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Companion Standards Subject:	Writing Strand:		
<ul style="list-style-type: none"> Self Management Social Awareness Responsible Decision-Making Relationship Skills 	<ul style="list-style-type: none"> Develop, implement, and model effective problem-solving and critical thinking skills Identify the consequences associated with one's actions in order to make constructive choices Evaluate personal, ethical, safety, and civic impact of decisions 	<ul style="list-style-type: none"> Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1 Integrate audio, visuals, and text in presentations. SL.6.5 <p><u>Small Group Learning</u></p> <ul style="list-style-type: none"> "The Fun They Had" by Isaac Asimov "Is our Gain Also Our Loss?" by Cailin Loesch "Bored...and Brilliant? A Challenge to Disconnect From Your Phone" NPR "Mission TwinPossible" Time For Kids (Unit 5) from "Tales From the Odyssey" by Mary Pope Osborne (Unit 5) "To The Top of Everest" by Samantha Larson (Unit 5) from "Lewis & Clark" by Nick Bertozzi (Unit 5) <p><u>Conventions:</u></p> <ul style="list-style-type: none"> compound words, appositives, and appositive phrases, independent and dependent clauses, adjectives, & adverbs, gerund phrase, subject complement 	

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Companion Standards Subject:	Writing Strand:	
		<p><u>Interdisciplinary Connections:</u></p> <p>Science: Research the NASA website about eclipses and answer these questions:(TG pg. 198)</p> <ul style="list-style-type: none"> • What are the two kinds of eclipses and what happens during each? • How frequently do eclipses occur? • How big a temperature drop is there when a solar eclipse occurs? <p>Social Studies: The internet has grown substantially since the 1990s. Its development began much earlier than that. Research and write a report on the history of the internet (TG pg. 206).</p> <p>Science: Point out that IBM, the company that produced the video, helped popularize the personal computer. Create a timeline from the 1970s to the present to show the evolution of the personal computer. (TG pg. 225)</p> <p>Humanities: Conduct research into e-books and make lists of the pros and cons of both e-books and paper books. Debate: Is the growing popularity of e-books good or bad for society? (TGpg. 242)</p>

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Companion Standards Subject:	Writing Strand:	
		<p>Art-Rembrandt Van Rijn ART</p> <p><u>WRITING</u></p> <p><u>Argumentative Writing Task:</u></p> <ul style="list-style-type: none"> Write an Argumentative Essay in which you compare and contrast the two blog posts, "Teens and Technology Share a Future" and "The Black Hole of Technology" and decide which one is more convincing (TG pg. 202). <ul style="list-style-type: none"> Write a brief Argument, in the form of an editorial, in which you state and support your position on this question: Do electronic devices and online access really improve our lives? (TG pg.228-233) <ul style="list-style-type: none"> Can anyone be an explorer? (Unit 5, T.E. pgs. 434-439) Include examples and details from "Mission TwinPossible" Time For Kids, "Tales From the Odyssey" by Mary Pope Osborne, "To The Top of Everest" by Samantha Larson, from "Lewis & Clark" by Nick Bertozzi (Unit 5) <ul style="list-style-type: none"> Do we rely on technology too much? (TG pg. 268)

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Companion Standards Subject:	Writing Strand:		
		<p><u>Literary Analysis Task:</u> "Hidden Figures"</p> <ul style="list-style-type: none"> World War II influenced and shaped the four women in <i>Hidden Figures</i>. Analyze how this moment in history affected the women and their ability or inability to contribute to society . Dorothy, Mary, Katherine, and Christine face many struggles. In your opinion, what were the three hardest struggles that the four women faced? Write a scene with dialogue in which Margie describes finding the old book to one of her friends. (TG pg.247) <p><u>Research Simulation Task:</u> "Hidden Figures"</p> <ul style="list-style-type: none"> Prompt: Hidden Figures uncovers the story of the women whose work at NACA and NASA helped shape and define U.S. space exploration. Why is their story significant to our cultural, social, and scientific history? 	

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Companion Standards Subject:	Writing Strand:	
		<p><u>Literary Analysis Task:</u> "Hidden Figures"</p> <ul style="list-style-type: none"> ● Prompt: <i>Hidden Figures</i> tells a story that spans three decades, during which there's a world war and multiple social and scientific movements that affect thousands of Langley employees. What techniques does Shetterly use to make that story feel cohesive? Write an Expository/Explanatory Essay detailing the techniques. <p>Enrichment Activity My Perspectives T.E. pg. 447 Challenge Activity</p> <p>Poems aligned with text:</p> <ul style="list-style-type: none"> ● "If "by Rudyard Kipling ● "See It Through" by Edgar Albert Guest The Stick ● "Together Families" by Edgar Albert Guest <p>Seasonal Poetry:</p> <ul style="list-style-type: none"> ● "I Found A Four Leaf Clover" by Jack Prelutsky ● "Spring" by Edna St. Vincent Millay <p>Music Selections:</p> <ul style="list-style-type: none"> ● "Imagine"-John Lennon

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Companion Standards Subject:	Writing Strand:	
		<ul style="list-style-type: none"> • "Stand By Me"-Ben E.King (Amistad Law) • "Rocket Man" Elton John • "Bridge Over Troubled Water"- Simon and Garfunkel • "The Technology Song" -Alexa • "Harder, Better, Faster, Stronger" Daft Punk <p>Culturally Responsive Practices (nj.gov) (ala.org)</p> <ul style="list-style-type: none"> • American Indian Library Association Children's Booklist • American Indian Library Association MG/YA Booklist • Asian-Pacific American Booklist(s) • BCALA and ALSC Social Justice Reading List • Billings Public Library Inclusive Literature • Black Lives Matter, Black Literature Matters - Comics Reading List • Children's Books on Arabs and Arab Americans

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Companion Standards Subject:	Writing Strand:		
		<ul style="list-style-type: none"> • DIVERse Families • Love Your Neighbor: AJL Recommends Jewish Books for All Readers • Over the Rainbow Booklist • Rainbow Booklist • REFORMA Recommended Book List • Stories of Immigration • Transgender Day of Remembrance Booklist 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> • Diagnostic Assessments • Pre-Writing/Pre-Assessments • Quizzes • Entrance/Exit Tickets • Daily/Weekly Student Reflections 		Benchmarks: <ul style="list-style-type: none"> • Assessments of comprehension and standards taught • District Assessments • Interim Assessments Summative Assessments: <ul style="list-style-type: none"> • Unit Assessment 	

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Companion Standards Subject:	Writing Strand:		
<ul style="list-style-type: none">Quizzes that mirror multiple-choice questions on the NJSLA exam. Each question will contain both Part A and Part B, as well as multiple sources (video, text, poetry, and articles) to be compared to the novel. These quizzes will cover theme, characters, setting, central idea, point of view, structure, and vocabulary in context.Checking for understanding activities during and after readingReflection JournalsDaily writing tasks linked to the textFour Corner Strategy Discussions.Virtual: Google Meet Polls/Zoom Polls, etc.,Think/Pair/SharePeer/Self AssessmentsConferencing		<ul style="list-style-type: none">EssayAssessment of standards taught in novelPresentationsPeer/Self EvaluationCumulative Reflection/Growth MindsetState AssessmentsBenchmark AssessmentsEnd of Unit/ Chapter TestsFinal ProjectsVideo Presentations	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none">My Perspectives Anthology Unit 3“Feathered Friend” by Arthur C. Clarke	<ul style="list-style-type: none">Modified Version of TextsAudio of TextLarge Font TextTiered Content/Activities	<ul style="list-style-type: none">Spanish language version of the text (when available)Converse in Native Language.	<ul style="list-style-type: none">Above level IXLAbove level “Choice” textAnchor Text plus two additional texts.

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Companion Standards Subject:		Writing Strand:			
<ul style="list-style-type: none">• “Teens and Technology Share a Future” by Stefen Etienne• Diversity & Inclusion/ “The Black Hole of Technology” by Leena Khan• “The Internet of Things” IBM Social Media• “The Fun They Had” by Isaac Asimov• “Is Our Gain Also Our Loss?” by Cailin Loesch• “Bored...and Brilliant? A Challenge to Disconnect From Your Phone” NPR• 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		<ul style="list-style-type: none">• Provide a variety of materials• Provide options for perception		<ul style="list-style-type: none">• ESL Basics• Cultivate Relationships and be culturally responsive.• Topic choice• Reflection activities• Various assessment strategies• Pair work• Online Thesaurus• Extra Support Readers• Tiered Content/Activities	
				<ul style="list-style-type: none">• Group and individual presentations• Assign independent projects.• Speak to Student Interests• Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.• Tiered Content/Activities• Provide a variety of rigorous material, blogs, and poetry.	

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Companion Standards Subject:		Writing Strand:			
<ul style="list-style-type: none">• “All Watched over by Machines of Loving Grace” by Richard Brautigan• Sonnet, without Salmon” by Sherman Alexie• “TeenResearchers Defend Media Multitasking” by Sumathi Reddy• Unit 5 Small Group Learning<ul style="list-style-type: none">○ “Mission Twinpossible”○ from “Tales From The Odyssey”○ To the Top of Everest○ from “Lewis & Clark”• “Hidden Figures” by Margot Lee Shetterly• Digital and Print version of					

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Companion Standards Subject:		Writing Strand:			
the text <ul style="list-style-type: none">Leveled ReadersOnline SimulationsTeacher EditionsStudent Editions					
Supplemental Resources					
Technology: <ul style="list-style-type: none">Device, Film application (FlipGrid, IMovie, Screencastify, etc.), Smart Board, Meet application (Google Meet, Zoom, etc.) Digital whiteboard application, Camera and microphones as needed, Kami-PDF annotations- (https://web.kamihq.com/web/viewer.html?browser_action=true; document camera where applicable, Google Meets, Breakout RoomsSlidesmania link for free virtual interactive notebooksNoRedInkPreziBookcreatorTedED TalksPadletPeardeckNearpodNewselaCommonlit					

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Companion Standards Subject:	Writing Strand:		
<ul style="list-style-type: none">Edpuzzle <p>Other:</p> <ul style="list-style-type: none">White Board, Chart Paper, Markers, Exemplar of Writing Task, Outlines <p><u>New Jersey Legislative Statutes and Administrative Code Resources</u></p> <ul style="list-style-type: none">Social Studies<ul style="list-style-type: none">"Digital Technology Offers New Ways to Teach Lessons From the Holocaust." (pbs.org) (theconversation.com)(Holocaust Law: N.J.S.A. 18A:35-28)“Harlem” by Langston Hughes (poetry foundation.org)<ul style="list-style-type: none">(Amistad Law: N.J.S.A. 18A 52:16A-88)“Natural Criminal” by Francisco X. Alarcon<ul style="list-style-type: none">(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)Art & Music<ul style="list-style-type: none">“Music Dreams” (YouTube) Inspired by the true story of Lisa Jura from “Hold on to Your Music” by Mona Golabek, Lee Cohen, & Emil Sher. How does music connect us to memories? How does music comfort us or evoke emotion? Write lyrics for a song that connects you to a memory.(Holocaust Law: N.J.S.A. 18A:35-28)Wind Energy			

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Companion Standards Subject:	Writing Strand:		
<ul style="list-style-type: none">○ Multiple videos on Wind Energy and the effects of transitioning to wind power. (pbs.org)○ (Standards in Action: Climate Change)● Ocean Wind Power Ecological Baseline Studies_Interim Report (nj.gov)○ (Standards in Action: Climate Change)			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none">● My Perspectives Anthology● “Hidden Figures” by Margot Lee Shetterly● Learning Contracts● Centers/Stations● Interactive Journals● Leveled Readers● Online Simulations● Teacher Editions	<ul style="list-style-type: none">● Extra Support Readers● Provide options for comprehension● Tiered Content/Activities● Provide a variety of materials● Provide options for perception● Manipulatives	<ul style="list-style-type: none">● Four Corners Activity, Sentence Stems, Anchor Chart for Vocabulary & Text Structure● Converse in Native Language.● ESL Basics● Cultivate Relationships and be culturally responsive.● Topic choice● Reflection activities	<ul style="list-style-type: none">● Savvas Challenges● Novel/Book of Choice● Write a research paper describing connections between two texts by the same author.● Leadership Roles● Assign independent projects.● Speak to Student Interests

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Companion Standards Subject:	Writing Strand:				
<ul style="list-style-type: none">Student Editions		<ul style="list-style-type: none">Various assessment strategiesPair workOnline ThesaurusExtra Support ReadersTiered Content/ActivitiesProvide a variety of materials		<ul style="list-style-type: none">Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.Tiered Content/ActivitiesProvide a variety of above-level material	
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<div>Disciplinary Concept:<ul style="list-style-type: none">Financial HealthFinancial LandscapeMoney ManagementCareer Awareness and PlanningCreativity and InnovationCritical Thinking and Problem-solvingDigital CitizenshipGlobal and Cultural AwarenessInformation and Media LiteracyTechnology Literacy</div>				

Core Ideas:

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
- Multiple solutions often exist to solve a problem
- An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
- There are tradeoffs between allowing information to be public and keeping information private and secure.
- Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
- Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.
- Digital technology and data can be leveraged by communities to address effects of climate change.
- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
- Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
- Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
- The mode of information can convey a message to consumers or an audience.
- Sources of information are evaluated for accuracy and relevance when considering the use of information.
- There are ethical and unethical uses of information and

		<p>media.</p> <ul style="list-style-type: none">• There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.• Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.• Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none">• 9.4.8.CI.1: Assess data gathered from varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).• 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).• 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.• 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.• 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.• 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.• 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.• 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to the effects of climate change (e.g., smart cities).

		<ul style="list-style-type: none">● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).● 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information● 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).● 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.● 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).● 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).● 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.● 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making● 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Act as a responsible and contributing community member and employee.</p> <ul style="list-style-type: none">● Consider the environmental, social, and economic impacts of decisions.● Demonstrate creativity and innovation.● Utilize critical thinking to make sense of problems and persevere in solving them.● Model integrity, ethical leadership, and effective management.● Plan education and career paths aligned to personal goals.● Use technology to enhance productivity, increase collaboration and communicate effectively.● Work productively in teams while using cultural/global competence.	

Content Area: English Language Arts (NJSLS-ELA) Grades 6 - 12
Grade:6

Dev. Date:
2022-2023

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>