

**Brick Township Public Schools Communication Arts CURRICULUM**

**Grade 6**

Aligned to the (NJ Student Learning Standards for Language Arts)

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

**BRICK TOWNSHIP PUBLIC SCHOOLS**

**Communications Arts**

**Content Area: Communication Arts**

**Course Title: Communications**

**Grade Level: 6**

Understanding Communication and  
Peer Interviews

1 week

Solving Dilemmas

1 week

Story Creating

2 weeks

Non-Verbal Communications

1 week

Oral History Project

2 weeks

Cultural Speech

2 weeks

Advertisement Literacy

1 week

**Date Created:** August, 2017 - Respectfully submitted by Karen LaFragola

**Board Approved on:**

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**BRICK TOWNSHIP PUBLIC SCHOOLS**

**Communication Arts: Understanding Communication/Peer Interview**

**Content Area: Communication Arts**

**Unit Title:** Understanding Communication and Peer Interview

**Target Course/Grade Level: 6th**

**Unit Summary:** In this weeklong unit, students will learn the definition of communication. They will also have the opportunity to interview a peer from their class and present this peer to the entire class. This unit will allow students to understand what communication means and to practice their communication skills by presenting a peer as well as listening to other presentations from their classmates.

**Primary interdisciplinary connections:** Language arts

**21<sup>st</sup> Century Themes:** Building on communication skills for future strength in this area

**Technology connections:** [www.vocabulary.com](http://www.vocabulary.com)

**Learning Targets**

**Content Standards:** NJ Student Learning Standards for English Language Arts – Grade 6

**CONTENT STANDARDS LINK:**

#	New Jersey Student Learning Standards:
	<i>SPEAKING AND LISTENING: Comprehension and Collaboration</i>
SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	<i>Presentation of Knowledge and Ideas</i>
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).
SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<i>Conventions of Standard English</i>
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<i>Knowledge of Language</i>
L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or

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	listening.
	<i>Vocabulary Acquisition and Use</i>
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.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• <b>Define communication.</b></li> <li>• <b>How do we communicate naturally with our senses?</b></li> <li>• <b>How do we communicate with outside sources?</b></li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• <b>Communicating involves all senses.</b></li> <li>• <b>Knowing how to communicate effectively is a life skill.</b></li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <b>The meaning of communication.</b></li> <li>• <b>A little bit about their peers in their class.</b></li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• <b>Define communications.</b></li> <li>• <b>Interview and present a peer from class</b></li> <li>• <b>Practice their public speaking skills in a comfortable environment.</b></li> </ul>

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**BRICK TOWNSHIP PUBLIC SCHOOLS**

**Evidence of Learning**

**Formative Assessments:**

- **Vocabulary**
- **Interviewing techniques**
- **Peer interviews**
- **Presentations**
- **Note taking**

**Summative Assessments:**

- **Pre-test**
- **Interview Rubric**
- **Listening**

**Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements**

**At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Small group instruction as needed
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[I]</sup><sub>[SEP]</sub> student

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ability

- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Preferential seating <sup>[L]</sup><sub>[SEP]</sub>

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary <sup>[L]</sup><sub>[SEP]</sub>language)
- Guided Notes
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub>student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking <sup>[L]</sup><sub>[SEP]</sub>questions
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- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Preferential seating <sup>[L]</sup><sub>[SEP]</sub>

#### **Gifted and Talented:**

- Differentiated Instruction based on academic level
- Create an enhanced set of introductory activities (e.g. advance organizers, concept <sup>[L]</sup><sub>[SEP]</sub>maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Small group instruction as needed
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub>student ability
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- Preferential seating

**Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:**

- Teacher created power points
- Vocabulary lists
- Rubrics
- Interview worksheets
- [www.vocabulary.com](http://www.vocabulary.com)
- Google Docs
- Video clips

**Teacher Notes:** The goal of this unit is to introduce the class as well as get the students to speak in front of the class to measure public speaking prior strengths and weaknesses.

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**BRICK TOWNSHIP PUBLIC SCHOOLS**  
**Communication Arts: Solving Dilemmas**

**Content Area: Communication Arts**

**Unit Title:** Solving Dilemmas

**Target Course/Grade Level: 6**

**Unit Summary:** Students will learn techniques that will encourage proper skills to use when solving daily dilemmas (i.e. lost cell phone on bus, don't understand the grade they earned from a test...) The students will practice these proper techniques orally and in writing through role play and letter writing.

**Primary interdisciplinary connections:** Language arts

**21<sup>st</sup> Century Themes:** Life Skills

**Technology connections:** Writing emails, cell-phone use, e-chats

**Learning Targets**

**Content Standards**

**CONTENT STANDARDS LINK:**

#	New Jersey Student Learning Standards
	<i>SPEAKING AND LISTENING: Comprehension and Collaboration</i>
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).
SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<i>Conventions of Standard English</i>
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<i>Knowledge of Language</i>



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L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	<i>Vocabulary Acquisition and Use</i>
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.
	<i>Research to Build and Present Knowledge</i>
W.7.	Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**BRICK TOWNSHIP PUBLIC SCHOOLS**

**Evidence of Learning**

**Formative Assessments**

- **Vocabulary**
- **Letter writing practice**
- **Role-play**
- **Discussion**
- **Note taking**

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#### Summative Assessments

- Quiz on vocabulary
- Letter graded per rubric

#### Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements

##### At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Small group instruction as needed
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on <sup>IEP</sup> student ability
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Preferential seating <sup>IEP</sup>

##### ELL:

- Work toward longer passages as skills in English increase
- Use visuals

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- Introduce key vocabulary before lesson
  - Teacher models reading aloud daily
  - Provide peer tutoring
  - Small group instruction as needed
  - Use a strong student as a “buddy” (does not necessarily have to speak the primary <sup>[[L]]</sup><sub>SEP</sub> language)
  - Guided Notes
  - Graphic organizers
  - More/less time as appropriate
  - Modified writing assignment lengths
  - Timelines and checkpoints
  - Appropriate scaffolding provided as necessary
  - Additional enrichment texts/resources/assignments provided as needed based on <sup>[[L]]</sup><sub>SEP</sub> student ability
  - Effective teacher questioning; ranging from fact recall to higher order critical thinking <sup>[[L]]</sup><sub>SEP</sub> questions
  - Guided practice in combination with independent exploration
  - Heterogeneous students grouping
  - Movement from teacher-directed learning to student-directed learning
  - Preferential seating <sup>[[L]]</sup><sub>SEP</sub>
- Gifted and Talented:**
- Differentiated Instruction based on academic level
  - Create an enhanced set of introductory activities (e.g. advance organizers, concept <sup>[[L]]</sup><sub>SEP</sub> maps, concept puzzles)
  - Provide options, alternatives and choices to differentiate and broaden the curriculum

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- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Small group instruction as needed
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub> student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking <sup>[L]</sup><sub>[SEP]</sub> questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Preferential seating

**Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:**

[www.vocabulary.com](http://www.vocabulary.com)

**Power Points**

**Video Clips**

**Sample envelopes for practice**

**Google Docs**

**Chrome books**

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**Teacher Notes:**

**In this unit, students will practice positive and proper techniques to solve daily dilemmas that can and will occur. They will also understand how solving things in a positive and optimistic way can be better than a negative and pessimistic way.**

**BRICK TOWNSHIP PUBLIC SCHOOLS**  
**Communication Arts: 15 Word Story Creating**

**Content Area: Communication Arts**

**Unit Title: 15 Word Story Creating**

**Target Course/Grade Level: 6**

**Unit Summary: Students will work in small groups to create stories. Each group will have 15 specific words that must be used in their stories. They will write a story that is at minimum between 400-500 words. They will illustrate their story. They will then act out their story for the class. The class will work on their listening skills to listen for the specific words that have been used by the group.**

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**Primary interdisciplinary connections: Language Arts**

**21<sup>st</sup> Century Themes: Collaboration**

**Technology connections: Google Docs**

### Learning Targets

#### Content Standards

#### CONTENT STANDARDS LINK:

#	New Jersey Student Learning Standards
	<i>SPEAKING AND LISTENING: Comprehension and Collaboration</i>
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).
SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<i>Conventions of Standard English</i>
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<i>Knowledge of Language</i>
L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	<i>Vocabulary Acquisition and Use</i>
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.

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	<i>Research to Build and Present Knowledge</i>
W.7.	Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**BRICK TOWNSHIP PUBLIC SCHOOLS**

**Evidence of Learning**

**Formative Assessments**

Written story

Group collaboration

Grammar review

Illustrations

Google Docs collaborative writing

**Summative Assessments**

Group presentation Rubric

Listening Rubric

**Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements**

**At-Risk Students:**

- After school tutoring

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- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Small group instruction as needed
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub> student ability
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Preferential seating <sup>[L]</sup><sub>[SEP]</sub>

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary <sup>[L]</sup><sub>[SEP]</sub> language)
- Guided Notes
- Graphic organizers



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- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub> student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking <sup>[L]</sup><sub>[SEP]</sub> questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Preferential seating <sup>[L]</sup><sub>[SEP]</sub>

#### **Gifted and Talented:**

- Differentiated Instruction based on academic level
- Create an enhanced set of introductory activities (e.g. advance organizers, concept <sup>[L]</sup><sub>[SEP]</sub> maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
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- Propose interest-based extension activities

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- More/less time as appropriate
- Small group instruction as needed
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub> student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking <sup>[L]</sup><sub>[SEP]</sub> questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Preferential seating

#### Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:

- **Google Docs**
- **Large Construction Paper**
- **Markers/Pencils**
- **Vocabulary Cards**
- **Chrome Books**

#### Teacher Notes:

**This activity allows students to work collaboratively brainstorming and writing a story. They also must decide on who will illustrate, narrate and act out the story.**

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<b>BRICK TOWNSHIP PUBLIC SCHOOLS</b>	
<b>Communication Arts: Non-Verbal Communications</b>	
<b>Content Area: Communication Arts</b>	
<b>Unit Title:</b> Non-Verbal Communications	
<b>Target Course/Grade Level: 6th</b>	
<b>Unit Summary:</b> For this unit, students will discover the vocabulary related to non-verbal communications. They will consider that much of our communications are by non-verbal means. The teacher will use a Power Point with short videos to present the material and then have the students create short skits to confirm their understanding of the material.	
<b>Primary interdisciplinary connections:</b> psychology	
<b>21<sup>st</sup> Century Themes:</b> Understanding how important non-verbal communications are in a Social Media world	
<b>Technology connections:</b> Power Point, Video Clips	
<b>Learning Targets</b>	
<b>Content Standards</b>	
<b>CONTENT STANDARDS LINK:</b>	
<b>#</b>	<b>New Jersey Student Learning Standards</b>
	<b>SPEAKING AND LISTENING:</b> <i>Comprehension and Collaboration</i>
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

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	speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**BRICK TOWNSHIP PUBLIC SCHOOLS**

**Evidence of Learning**

**Formative Assessments**

- **Crossword puzzles**
- [www.vocabulary.com](http://www.vocabulary.com)
- **Discussion**
- **Role-play**
- **Writing**
- **Note taking**

**Summative Assessments**

- Vocabulary quiz

**Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements**

**At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
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ability

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- Heterogeneous students grouping
- Preferential seating <sup>[L]</sup><sub>[SEP]</sub>

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary <sup>[L]</sup><sub>[SEP]</sub>language)
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- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Preferential seating <sup>[[ ]]</sup><sub>[SEP]</sub>

#### **Gifted and Talented:**

- Differentiated Instruction based on academic level
- Create an enhanced set of introductory activities (e.g. advance organizers, concept <sup>[[ ]]</sup><sub>[SEP]</sub>maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
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- Movement from teacher-directed learning to student-directed learning

**Brick Township Public Schools Communication Arts CURRICULUM**

**Grade 6**

Aligned to the (NJ Student Learning Standards for Language Arts)

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

- Preferential seating

**Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:**

- Chrome books
- [www.vocabulary.com](http://www.vocabulary.com)
- Teacher created Power Point
- Video Clips

**Teacher Notes:** This unit allows students to realize how important non-verbal cues can be. Therefore, they can understand how easy it is for social media posts to be misconstrued

**BRICK TOWNSHIP PUBLIC SCHOOLS  
Communications Arts: Oral History Project**

**Content Area:** Communications Arts

**Unit Title:** Oral History Project

**Target Course/Grade Level:** 6

**Unit Summary:** In this unit, students will interview adults with the goal of practicing their appreciative listening skills, building respect for others, and learning about another person. Each student will not only interview several adults, but they will create a 3-5 minute presentation which details the lives and possibly the connections between the adults interviewed.

**Primary interdisciplinary connections:** NJ Student Learning Standards for English Language Arts

**21<sup>st</sup> Century Themes:** Developing of Communication Skills

**Technology connections:** Power Point, Face time or Skype Interviews

**Learning Targets**



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**Content Standards: NJ Student Standards for English Language Arts**

**CONTENT STANDARDS LINK:**

#	<b>New Jersey Student Learning Standards</b>
	<b>SPEAKING AND LISTENING:</b> <i>Comprehension and Collaboration</i>

**Unit Essential Questions**

- **If you could interview any adult what would you ask them?**
- **If you were interviewing a senior, how would you gear your questions to important historical events within their lifetime?**
- **How could you connect your interviews of several people into one presentation?**

**Unit Enduring Understandings**

*Students will understand that...*

- **Through speaking with others and asking appropriate questions, they can learn history, opinions and make connections with their interviewee.**

**Unit Objectives**

*Students will know...*

- **How to effectively interview someone.**
- **How to write notes while they are interviewing.**
- **How to be appreciative as a listener.**
- **How to build respect for others as communicators.**
- **How to learn interesting information about the life of another person.**

**Unit Objectives**

*Students will be able to...*

- **Ask the questions in a polite and efficient manner.**
- **Take notes while asking questions in an organized way.**
- **Show interest in the interviewee's responses and make connections to their own lives.**
- **Present in writing and orally their findings.**

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**BRICK TOWNSHIP PUBLIC SCHOOLS**

**Evidence of Learning**

**Formative Assessments**

- **Writing**
- **Taking notes**
- **Creating oral presentation**
- **Interviews**
- **Listening Activities**
- **Vocabulary building**

**Summative Assessments**

- **Students will be graded as per a rubric for their oral and written interviews**

**Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements**

**At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Small group instruction as needed
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub> student ability

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### Grade 6

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Preferential seating <sup>[L]</sup><sub>[SEP]</sub>

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary <sup>[L]</sup><sub>[SEP]</sub>language)
- Guided Notes
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub>student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking <sup>[L]</sup><sub>[SEP]</sub>questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping

## Brick Township Public Schools Communication Arts CURRICULUM

### Grade 6

Aligned to the (NJ Student Learning Standards for Language Arts)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

- Movement from teacher-directed learning to student-directed learning

- Preferential seating <sup>[L]</sup><sub>[SEP]</sub>

#### **Gifted and Talented:**

- Differentiated Instruction based on academic level
- Create an enhanced set of introductory activities (e.g. advance organizers, concept <sup>[L]</sup><sub>[SEP]</sub>maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Small group instruction as needed
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub>student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking <sup>[L]</sup><sub>[SEP]</sub>questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
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**Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:**

[www.vocabulary.com](http://www.vocabulary.com)

Chrome books

Cell Phones

**Teacher Notes:** In this lesson unit, students should understand and appreciate the value of speaking with adults especially senior citizens to learn more about their lives while making connections of understanding historical events, cultural experiences and life in general.

Idea for this lesson is accredited to the text: *Teaching Oral Communication in Grades K-8; Ann L. Chaney & Tamara L. Burk*

**BRICK TOWNSHIP PUBLIC SCHOOLS**  
**Communication Arts: Cultural Heritage Speech**

**Content Area: Communication Arts**

**Unit Title:** Cultural Heritage Speech

**Target Course/Grade Level: Grade 6**

## Brick Township Public Schools Communication Arts CURRICULUM

### Grade 6

Aligned to the (NJ Student Learning Standards for Language Arts)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Unit Summary:** In this unit, students will research either their own cultural heritage or one that may interest them by using teacher recommended resources and/or interviews with someone from the chosen culture. Students will write a 3-5 minute speech, which may include visuals and present it in front of the class.

**Primary interdisciplinary connections:**

**21<sup>st</sup> Century Themes:** Cultural Awareness

**Technology connections:** Power Point, Internet Search

### Learning Targets

#### Content Standards

#### CONTENT STANDARDS LINK:

#	New Jersey Student Learning Standards
	<i>SPEAKING AND LISTENING: Comprehension and Collaboration</i>
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).
SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<i>Conventions of Standard English</i>
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<i>Knowledge of Language</i>
L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	<i>Vocabulary Acquisition and Use</i>

**Brick Township Public Schools Communication Arts CURRICULUM**

**Grade 6**

Aligned to the (NJ Student Learning Standards for Language Arts)

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

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.
	<i>Research to Build and Present Knowledge</i>
W.7.	Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**BRICK TOWNSHIP PUBLIC SCHOOLS**

**Evidence of Learning**

**Formative Assessments:**

- **Interviews**
- **Research a cultural heritage**
- **Listen to peers as they present**
- **Learn new vocabulary related to topic**

**Summative Assessments:**

- **Quiz on vocabulary**
- **Presentation Rubric**
- **Listener Rubric**

**Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher**

## Brick Township Public Schools Communication Arts CURRICULUM

### Grade 6

Aligned to the (NJ Student Learning Standards for Language Arts)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

#### discretion and/or IEP/504 requirements

##### At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Small group instruction as needed
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub> student ability
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Preferential seating <sup>[L]</sup><sub>[SEP]</sub>

##### ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed



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- Use a strong student as a “buddy” (does not necessarily have to speak the primary <sup>[[L]]</sup><sub>[[SEP]]</sub> language)
  - Guided Notes
  - Graphic organizers
  - More/less time as appropriate
  - Modified writing assignment lengths
  - Timelines and checkpoints
  - Appropriate scaffolding provided as necessary
  - Additional enrichment texts/resources/assignments provided as needed based on <sup>[[L]]</sup><sub>[[SEP]]</sub> student ability
  - Effective teacher questioning; ranging from fact recall to higher order critical thinking <sup>[[L]]</sup><sub>[[SEP]]</sub> questions
  - Guided practice in combination with independent exploration
  - Heterogeneous students grouping
  - Movement from teacher-directed learning to student-directed learning
  - Preferential seating <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Gifted and Talented:**
- Differentiated Instruction based on academic level
  - Create an enhanced set of introductory activities (e.g. advance organizers, concept <sup>[[L]]</sup><sub>[[SEP]]</sub> maps, concept puzzles)
  - Provide options, alternatives and choices to differentiate and broaden the curriculum
  - Organize and offer flexible small group learning activities
  - Provide whole group enrichment explorations
  - Teach cognitive and methodological skills
  - Use center, stations, or contracts

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Small group instruction as needed
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub> student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking <sup>[L]</sup><sub>[SEP]</sub> questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Preferential seating

#### Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:

[www.vocabulary.com](http://www.vocabulary.com)

Chrome Books

Projector

Internet

**Teacher Notes:** Idea for this lesson is accredited to the text: *Teaching Oral Communication in Grades K-8; Ann L. Chaney & Tamara L. Burk*

**Students will use their new knowledge of cultural heritages to develop positive understanding of various ethnic groups.**

**Brick Township Public Schools Communication Arts CURRICULUM**

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**BRICK TOWNSHIP PUBLIC SCHOOLS**  
**Communication Arts: Ad Awareness**

**Content Area: Communication Arts**

**Unit Title:** Ad Awareness

**Target Course/Grade Level:** 6th

**Unit Summary:** In this weeklong unit, students will learn about advertising literacy. Based on the government website [www.admongo.gov](http://www.admongo.gov), students will learn ad awareness, ad targeting and techniques, ad creation and a smarter consumer information.

**Primary interdisciplinary connections:** Language arts

**21<sup>st</sup> Century Themes:** Building on communication skills for future strength in this area

**Technology connections:** [www.admongo.gov](http://www.admongo.gov)

**Learning Targets**

**Content Standards:** NJ Student Learning Standards for English Language Arts – Grade 6

**CONTENT STANDARDS LINK:**

#	New Jersey Student Learning Standards:
	<b>SPEAKING AND LISTENING:</b> <i>Comprehension and Collaboration</i>
SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	<i>Presentation of Knowledge and Ideas</i>
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).
SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<i>Conventions of Standard English</i>
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<i>Knowledge of Language</i>
L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or

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	listening.
	<i>Vocabulary Acquisition and Use</i>
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.
	<i>Research to Build and Present Knowledge</i>
W.7.	Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Define advertisement</li> <li>• Who is responsible for the ad?</li> <li>• What is the ad actually saying?</li> <li>• What does the ad want me to do?</li> <li>• How would I create an ad?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Ads target specific people in different ways.</li> <li>• There are different styles of ads.</li> <li>• Being a smart consumer is useful for not being misguided by ads.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocabulary related to the topic.</li> <li>• The different styles of ads.</li> <li>• Some ad targeting and techniques.</li> <li>• Some ways to create an ad.</li> <li>• How to be a smarter consumer.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Define vocabulary related to the topic.</li> <li>• Create an ad for various products.</li> <li>• Examine ads to better understand who they target and why.</li> </ul>

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**BRICK TOWNSHIP PUBLIC SCHOOLS**

**Evidence of Learning**

**Formative Assessments:**

- **Vocabulary**
- **Presentations**
- **Note taking**
- **Discussion of lesson**
- **Small group work**
- **Analyzing of ads**

**Summative Assessments:**

- **Creation and presentation of a created ad using a rubric**

**Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements**

**At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Small group instruction as needed
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub> student ability

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- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Preferential seating [SEP]

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
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- Small group instruction as needed
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- Guided Notes
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on [L] student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking [SEP] questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping

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- Movement from teacher-directed learning to student-directed learning
- Preferential seating <sup>[L]</sup><sub>[SEP]</sub>

#### **Gifted and Talented:**

- Differentiated Instruction based on academic level
- Create an enhanced set of introductory activities (e.g. advance organizers, concept <sup>[L]</sup><sub>[SEP]</sub>maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
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- Additional enrichment texts/resources/assignments provided as needed based on <sup>[L]</sup><sub>[SEP]</sub>student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking <sup>[L]</sup><sub>[SEP]</sub>questions
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**Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:**

- **Teacher created power points**
- **Vocabulary lists**
- **Rubrics**
- **worksheets**
- **[www.vocabulary.com](http://www.vocabulary.com)**
- **Google Docs**
- **Video clips**
- **Local advertisements**
- **[www.admongo.gov](http://www.admongo.gov)**
- 

**Teacher Notes:** Using the government website [www.admongo.gov](http://www.admongo.gov), students can learn more about advertisements and can be ad literate.