Grade 6 Information Literacy

Unit 1: Advertising and Critical Media Literacy

Stage 1: Desired Results

Standards & Indicators:

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).	There are ethical and unethical uses of information and media.
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

Central Idea/Enduring Understanding:
Studying the influence of mass media on our lives allows students to view advertising in a new light. This lesson provides students with the opportunity to look at mass media in a critical way. Students become aware of the tremendous amount of advertising that they are exposed to on a daily basis. By looking at advertising critically, students begin to understand how the media oppresses certain groups, convinces people to purchase certain products, and influences culture.

Essential/Guiding Question:

How do ads online, magazine and on tv mislead and discriminate without you knowing?

How do we find credible information on the internet?

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Content:	**Skills(Objectives):**
https://www.readwritethink.org/classroom-resources/lesson-plans/critical-media-literacy-commercial#ResourceTabs4 https://www.commonsense.org/education/digital-citizenship/lesson/finding-credible-news	• Investigate the influence of advertising on their daily lives • Engage in critical inquiry of mass media Identify hidden media messages • Interpret messages presented through advertising • Discuss the effect of advertising on culture • Learn reasons that people put false or misleading information on the internet. • Learn criteria for differentiating fake news from credible news. • Practice evaluating the credibility of information they find on the internet.

Interdisciplinary Connections:
Reading Informational Text
Social Studies
Computer Science

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson97/advert.pdf https://study.com/academy/practice/quiz-worksheet-media-literacy.html https://docs.google.com/presentation/d/1H2DHdiYKffRAOV66ASXmzrfu_t-BMUt-eHpVk3m4bkM/edit#slide=id.g46c8f386c8_0_76	Teacher Observation Questioning and Discussion Classwork

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
In these 5 lessons, students learn the vocabulary and compare different media for discussion. Students engage in what is false or misleading and discuss the motivation behind their misleading strategies	LGBT and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Texts Choice Boards	Grade level texts Tiered Assignments	Leveled Texts Mini-lessons	Any student requiring further accommodations and/or modifications will have them individually listed in

Tiered Assignments Flexible Grouping	Flexible Grouping	Tiered Assignments Flexible Grouping	their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 2: Data and Society

Stage 1: Desired Results

Standards & Indicators:

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.IML 5	Ask insightful questions to organize different types of data and create meaningful visualizations.	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.
9.4.9.IML 5	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.	There are ethical and unethical uses of information and media.

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9.4.12.IML. 5	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	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.
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.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	

Central Idea/Enduring Understanding: Student learn to analyze and interpret data to solve problems, make decisions and recommendations	**Essential/Guiding Question:** How can we use data to solve problems globally, in our region or in our community?
Content: **Representing Information** Students explore 8 lessons on how to represent data using Code.org's Data and Society Chapter 1 Create a Representation Project **Problem Solving with Data** Students explore 10 more lessons on structuring, interpreting, and decision making with data in Chapter 2 Make a Recommendation Project	**Skills(Objectives):** • Choose the best way to represent some information based on how it will be used. • Provide examples of how representing data in different ways can affect its ability to solve different problems. • Define a binary system as one that uses just two possible states to represent information • Use the ASCII system to encode and decode text information in binary • Identify additional data that could be collected to improve a decision • Use tables and visualizations summarizing data to support a decision • Apply the data problem solving process to a personally relevant topic • Determine appropriate sources of data needed to solve a problem
Interdisciplinary Connections: Reading Informational Text Computer Science Social Studies	

Stage 2: Assessment Evidence

Performance Task(s): Use rubrics with the following categories Chapter 1 Developing a data-based model Encoding numbers and characters Data Encoding Systems Drawing conclusions from data Copy of U5L08 - Student Rubric - Create a … Chapter 2 Defining the Problem Data Analysis Your Algorithm Data Feedback Copy of U5L16 - Student Rubric - Make a R…	**Other Evidence:** Teacher Observation Questioning and Discussion Classwork

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Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
The Data and Society unit is about the importance of using data to solve problems and it highlights how computers can help in this process. The first chapter explores different systems used to represent information in a computer and the challenges and tradeoffs posed by using them. In the second chapter, students learn how collections of data are used to solve problems, and how computers help to automate the steps of this process. In the final project, students gather their own data and use it to develop an automated solution to a problem.	LGBT and Disabilities Resources: ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth ● LGBTQ+ Books DEI Resources: ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources ● Diversity Calendar

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Texts Choice Boards Tiered Assignments Flexible Grouping	Grade level texts Tiered Assignments Flexible Grouping	Leveled Texts Mini-lessons Tiered Assignments Flexible Grouping	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 3: Critical Thinking, Problem-Solving and Climate Change

Stage 1: Desired Results

Standards & Indicators:

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CI.1	Assess data gathered on 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).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
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).	Multiple solutions often exist to solve a problem.

Central Idea/Enduring Understanding:
Students will be able to identify the relevance of studying climate change and differentiate between elements of weather and climate.

Essential/Guiding Question:
How have human actions and activities contributed to climate change?

Content:
https://climatechange.stanford.edu/curriculum/middle-school-curriculum

https://climatekids.nasa.gov/

Skills(Objectives):
Students will be able to identify the relevance of studying climate change
and differentiate between elements of weather and climate.
Students will be able to identify main parts of a graph. Students will be demonstrated understanding of evidence and claims.

Interdisciplinary Connections:
Reading Informational Text
Social Studies
Science

Stage 2: Assessment Evidence

Performance Task(s):
LP1-MS-wholeunit.pdf
This two day unit will be split into four in order to add current event topics I.E Maui Wildfires
https://climatekids.nasa.gov/

Other Evidence:
Teacher Observation
Questioning and Discussion
Classwork

Stage 3: Learning Plan

Learning Opportunities/Strategies:
While looking at climate change data:

Students will use critical thinking skills to determine the responsibility they have to climate change.as

Resources:
LGBT and Disabilities Resources:

- LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth
- LGBTQ+ Books

individuals, as members of the community in which they live, as American citizens and as members of the human race the world over. They will study natural and human causes for climate change and use the problem solving process to determine a stance on the issue. Finally, students examine successful strategies from all over the world and strategies that have failed to determine a path forward.	DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar

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Unit 4: Distinguishing Types of Media

Stage 1: Desired Results

Standards & Indicators:

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

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C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
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).	There are ethical and unethical uses of information and media.

Central Idea/Enduring Understanding:
In Primary and Secondary Sources, students will learn how to identify and differentiate between primary and secondary sources.

Essential/Guiding Question:
How can I tell the difference between a primary and a secondary source?

Content:
Primary and Secondary.pdf

https://wordwall.net/resource/25791142/fact-and-opinion
https://literacyideas.com/teaching-fact-and-opinion/

Fact and Opinion for Kids | What Is the Differ…

Protect Yourself from Phishing

Skills(Objectives):
- Be introduced to the concept of “primary” and “secondary” sources
- Brainstorm examples of primary and secondary sources analyze scenarios and records to demonstrate their ability to differentiate between primary and secondary sources
- Define, in their own words, the terms “primary” and “secondary” sources
- Student learn the differences between fact and opinion through text, video, and pictures

Interdisciplinary Connections:
Reading Informational Text
Social Studies
Computer Sciences

Stage 2: Assessment Evidence

Performance Task(s):
Primary and Secondary.pdf
Students complete the three task worksheets with partners
Students discuss, in pairs, endangered species and discuss fact and opinion
Student sort pre made cards in small groups to differentiate fact and opinion

Other Evidence:
Teacher Observation
Questioning and Discussion
Classwork

Stage 3: Learning Plan

Learning Opportunities/Strategies:
- The Students will work in pairs and groups to review Different sources for different research fields

Resources:
LGBT and Disabilities Resources:
- LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth

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• Primary vs. Secondary Sources | Difference & Examples • Students review in groups different types of media and how they can be organized into primary or secondary sources or fact or opinion. • Students work in pairs and groups and discuss why they organized their cards the way they did. Discuss common errors and celebrate accuracy	• LGBTQ+ Books DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar

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Pacing Guide

Content	Resources	Standards
UNIT 1: Advertising and Critical Media Literacy		
Finding Credible News 7 Days	ttps://www.readwritethink.org/classroom-resources/lesson-plans/critical-media-literacy-commercial#ResourceTabs4 https://www.commonsense.org/education/digital-citizenship/lesson/finding-credible-news	9.4.8.IML.1 9.4.8.IML.2 9.4.8.IML.6 9.4.8.IML.10 9.4.8.IML.14
UNIT 2: Data and Society		
Topic: The Data and Society unit is about the importance of using data to solve problems and it highlights how computers can help in this process. 22 Days	https://drive.google.com/drive/folders/1DE9SATrdZCHVL5Gytr-ThWvNJ4e-FWJk?usp=drive_link https://drive.google.com/drive/folders/1xJbsmZJZNrMroeDid8ftMZUjfZF8uLMd?usp=drive_link	9.4.8.IML 5 9.4.8.IML 9 9.4.8.IML 12 9.4.8.TL.1 9.4.8.TL.4 9.4.8.TL.6
UNIT 3: Critical Thinking, Problem-Solving and Climate Change		
Climate change introduction 9 Days	LP1-MS-wholeunit.pdf https://climatekids.nasa.gov/	9.4.8.CI.1 9.4.8.CT.1
UNIT 4: Distinguishing Types of Media (Primary and Secondary Sources/ Fact and Opinion)		
Primary and Secondary sources 3 Days Fact and Opinion Protect Yourself from Phishing 4 Days	Primary and Secondary.pdf https://wordwall.net/resource/25791142/fact-and-opinion https://literacyideas.com/teaching-fact-and-opinion/ https://www.commonsense.org/education/digital-citizenship/lesson/dont-feed-the-phish Fact and Opinion for Kids | What…	9.4.8.IML.1 9.4.8.IML.6