

Reading - Literature		Strand: Key Ideas and Details	
Common Core Standards:			
<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>			
Big Ideas:			
Identify elements of plot, themes, and central ideas of both written and filmed mediums.			
Essential Questions:		Enduring Understandings:	
<ul style="list-style-type: none"> • What does the medium say explicitly? • What is theme? • What is central/main idea? • How do characters and plot unfold a story in such a way that leads towards a resolution? 		<ul style="list-style-type: none"> • Certain aspects of plot, such as characters, exposition, rising action, climax, falling action, and resolution are directly stated in mediums. • Theme is a general idea that includes things such as friendship, danger, the future, love, duty, overcoming limitations, etc. Themes may also describe a moral lesson. • Central/Main Idea is finding out what the medium is mostly about. • Characters and elements of plot organize the action/drama of a story into a cohesive whole. 	
Knowledge, Skills, and Instructional Objectives:			
<ul style="list-style-type: none"> • Reading • Writing • Speaking/Listening • Watching • Collaboration 			
Instructional Materials/Resources:		Suggested Vocabulary	
<ul style="list-style-type: none"> • PowerPoint/Prezi Presentations • Guided Notes • Flexible Grouping • Bit Strips • Various short stories/films 		<ul style="list-style-type: none"> • Main Idea • Theme • Conclusions • Plot • Character • Setting • First-Person Point of View • Second-Person Point of View • Third-Person Point of View • Mood • Conflict • Climax • Flashback • Foreshadowing • Interpret 	

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Grade: 6th Grade Content Area: Audio/Video Arts

	<p>Technology:</p> <ul style="list-style-type: none"> • Smartboard/Projector • Document Camera • Video Camera(s) • Computers • Video editing software • Google Drive • Class Blog • Bit Strips
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Video and Reading Strategies- Students will be given a brief reading assignment or shown a brief video. Upon reading/viewing the medium, students will summarize what they read/saw and predict what will happen next. Predictions may be written on the class blog, story boarded on Bit Strips, or filmed using the class' video equipment. • Recreations- Students will read a short story as a group. After identifying elements of plot with the use of a Story Mountain Graphic Organizer, students will interpret the text into a short film. Students must communicate the main idea, theme(s), and plot in their video recreations of the short stories. 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Blog on the themes presented in popular films. • Blog student reflections upon completion of Instructional Activities. 	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> • Flexible Grouping • Use of Technology • Guided Notes/Paper Copy (as necessary) • Small group/one-on-one instruction
<p>Cross-curricular Connections/Standards:</p> <ul style="list-style-type: none"> • Language Arts • Art • Technology • Mathematical Practices 	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> • Informal Assessment via observation/task completion/participation • Informal Assessment via written student reflections • Formal Assessment via written/filmed summaries and predictions • Formal Assessment of Video Recreations via teacher-made rubric 	
Reading – Literature	Strand: Craft and Structure
<p>Common Core Standards:</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	
<p>Big Ideas: An author/filmmaker communicates theme, tone, and point of view through a meaningful selection of words and phrases.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the figurative and connotative meanings of words 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The use of figurative language appeals to a

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<p>in a given text/song?</p> <ul style="list-style-type: none">• How can one sentence, chapter, scene, stanza, verse, or measure contribute to/represent the theme/tone of a given medium?	<p>reader/listener's senses in order to relate certain concepts or imply deeper meaning.</p> <ul style="list-style-type: none">• Particular elements of different mediums fit into an overall structure that communicates theme, tone, setting, and plot to an audience.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none">• Reading• Writing• Speaking/Listening/Watching• Analysis	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none">• Safari Montage• Artful Thinking Routines• Instrumentation• Collaboration• Critique/Analysis	<p>Suggested Vocabulary</p> <ul style="list-style-type: none">• Theme• Main Idea• Tone• Plot• Setting• Metaphor• Simile• Hyperbole• Imagery• Alliteration• Aesthetics• Abstract• Analyze/Analysis• Art Criticism• Content• Contrast• Harmony/Unity• Listen• Melody• Pitch• Rhythm• Style• Tempo <p>Technology:</p> <ul style="list-style-type: none">• Computers• Projector/Smartboard• Class Blog• Electronic Instrumentation
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none">• Figurative Language in Music- Students will identify figurative language in the lyrics of popular songs. Students will be given a copy of lyrics with which they are to highlight examples of figurative language (imagery, simile, metaphor, hyperbole, etc.) while they listen to the music. Students will then discuss the figurative and connotative meanings of the language as a class. How do these meanings fit into the overall theme/tone of the song?• Figurative Language/Literary Devices in Music- Students will read "Duke Ellington: The Piano Prince and his Orchestra" by Andrea Davis Pinkney while listening to his music. The children's story demonstrates the use of simile to describe music. Students will then listen to a given musical selection. Students will use figurative language/literary devices to describe the song. (e.g. The violins curved like winding roads. The bass sounded like the deepest parts of the ocean. The horns wailed like screaming babies. The guitar was a drill sergeant, shouting out notes like barking orders.) Then students will take turns improvising melodies of their own on the classroom's instrumentation. As they improvise, the class will create similes, metaphors, hyperbole, onomatopoeia,	

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etc. in response to the music.

Extension Strategies/Activities:

- Students will write a blog post that describes a piece of music. Blog posts must include figurative language. Posts may take the form of free-verse poetry, short story, or critique.
- Reflect on the Instructional Activities via blog post. What did you like/dislike? Do you have any suggestions for making the activities more effective? Do you have any unanswered questions?

Modification Strategies/Activities:

- Flexible Grouping
- Use of Technology
- Students who are hard of hearing or deaf will identify figurative language/literary devices in paintings/drawings/poems.
- Use of music

Cross-curricular Connections/Standards:

- Language Arts
- Art
- Music
- Mathematical Practices

Suggested Assessments:

- Informal Assessment via observation/task completion/participation
- Informal Assessment via student reflections
- Formal Assessment of Instructional Activities via teacher-made rubric

Reading - Literature

Strand: Integration of Knowledge and Ideas

Common Core Standards:

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.8. (Not applicable to literature)

RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Big Ideas:

The experiences of reading a text, listening to an audio recording, or viewing a video/live performance/work of art present interesting comparisons and contrasts in terms of the presentation of similar themes and topics.

Essential Questions:

- How can different genres (fantasy, history, science-fiction, comedy, rap, pop, country, classical, opera) present similar themes?
- How do experiences differ when reading a text, listening to an audio recording, viewing a live performance/video of the same source material?

Enduring Understandings:

- Themes are universal in all genres of literature, music, film, art, etc.
- Multiple mediums present the same source material in a variety of ways that accesses different senses as a means of communicating universal themes.

Knowledge, Skills, and Instructional Objectives:

- Listening
- Reading
- Writing

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<ul style="list-style-type: none">• Viewing/Watching• Compare and Contrast	
Instructional Materials/Resources: <ul style="list-style-type: none">• Artful Thinking Routines• Collaboration• Online Music Libraries	Suggested Vocabulary <ul style="list-style-type: none">• Theme• Main Idea• Tone• Plot• Aesthetics• Abstract• Analyze/Analysis• Compare• Content• Contrast• Harmony/Unity• Listen• Melody• Pitch• Rhythm• Style• Tempo
	Technology: <ul style="list-style-type: none">• iPads• Google Drive• Computers• Speakers
Recommended Instructional Activities: <ul style="list-style-type: none">• Listening: Ten Times Two- Students will listen to a piece of music quietly, letting their ears wander and take in as much as possible. Students will list 10 words or phrases about any aspect of what they hear. Students will repeat the exercise again, trying to list 10 more words or phrases to their lists.• Literary Essay- Students will read a short story as a class, such as Edgar Allan Poe's "The Tell-Tale Heart". Upon reading the story and identifying elements of the text that present theme, students will view a filmed/animated version of the story. Students will identify elements of the filmed version that convey theme. Students will fill out a Venn Diagram graphic organizer to prepare for a brief literary essay that compares and contrasts two mediums and their presentation of the same themes/story.	
Extension Strategies/Activities: <ul style="list-style-type: none">• Students will turn their lists of 20 words/phrases that describe aspects of music into a poem or short story that presents similar themes. Students may submit written work via blog post or shared Google Doc.• Reflect on the Instructional Activities via blog post. What did you like/dislike? Do you have any suggestions for making the activities more effective? Do you have any unanswered questions?	Modification Strategies/Activities: <ul style="list-style-type: none">• Flexible Grouping• Use of Technology• Hard of Hearing or Deaf students may complete the <i>Listening: Ten Times Two</i> activity with a painting and writing words/phrases that describes what he/she sees.
Cross-curricular Connections/Standards: <ul style="list-style-type: none">• Language Arts• Music• Mathematical Practices	

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Suggested Assessments:

- Informal Assessment via observation/task completion/participation
- Informal Assessment via student reflections
- Formal Assessment of literary essay via teacher-made rubric

Reading - Literature

Strand: Range of Reading and Level of Text Complexity

Common Core Standards:

RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Big Ideas:

Read and comprehend a variety of literature, music, and film.

Essential Questions:

- What does the medium say explicitly?
- What is theme?
- What is central/main idea?
- How do characters and plot unfold a story in such a way that leads towards a resolution?
- What are the figurative and connotative meanings of words in a given text/song?
- How can one sentence, chapter, scene, stanza, verse, or measure contribute to/represent the theme/tone of a given medium?
- How can different genres (fantasy, history, science-fiction, comedy, rap, pop, country, classical, opera) present similar themes?
- How do experiences differ when reading a text, listening to an audio recording, viewing a live performance/video of the same source material?

Enduring Understandings:

- Certain aspects of plot, such as characters, exposition, rising action, climax, falling action, and resolution are directly stated in mediums.
- Theme is a general idea that includes things such as friendship, danger, the future, love, duty, overcoming limitations, etc. Themes may also describe a moral lesson.
- Central/Main Idea is finding out what the medium is mostly about.
- Characters and elements of plot organize the action/drama of a story into a cohesive whole.
- The use of figurative language appeals to a reader/listener's senses in order to relate certain concepts or imply deeper meaning.
- Particular elements of different mediums fit into an overall structure that communicates theme, tone, setting, and plot to an audience.
- Themes are universal in all genres of literature, music, film, art, etc.
- Multiple mediums present the same source material in a variety of ways that accesses different senses as a means of communicating universal themes.

Knowledge, Skills, and Instructional Objectives:

- Reading
- Writing
- Speaking/Listening/Watching
- Analysis
- Compare and Contrast
- Collaboration

Instructional Materials/Resources:

- Teacher-Made Presentations
- Class Blog
- Guided Notes
- Artful Thinking Routines
- Online Music Collections

Suggested Vocabulary

- Main Idea
- Theme
- Conclusions
- Plot
- Character
- Setting
- First-Person Point of View

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- Second-Person Point of View
- Third-Person Point of View
- Mood
- Conflict
- Climax
- Flashback
- Foreshadowing
- Interpret
- Main Idea
- Tone
- Plot
- Setting
- Metaphor
- Simile
- Hyperbole
- Imagery
- Alliteration
- Aesthetics
- Abstract
- Analyze/Analysis
- Art Criticism
- Content
- Contrast
- Harmony/Unity
- Listen
- Melody
- Pitch
- Rhythm
- Style
- Tempo

Technology:

- Projector/Smartboard
- Class Blog
- iPads
- Computers
- Video Cameras
- Video Editing Software

Recommended Instructional Activities:

- **Video and Reading Strategies-** Students will be given a brief reading assignment or shown a brief video. Upon reading/viewing the medium, students will summarize what they read/saw and predict what will happen next. Predictions may be written on the class blog, story-boarded on Bit Strips, or filmed using the class' video equipment.
- **Recreations-** Students will read a short story as a group. After identifying elements of plot with the use of a Story Mountain Graphic Organizer, students will interpret the text into a short film. Students must communicate the main idea, theme(s), and plot in their video recreations of the short stories.
- **Figurative Language in Music-** Students will identify figurative language in the lyrics of popular songs. Students will be given a copy of lyrics with which they are to highlight examples of figurative language (imagery, simile, metaphor, hyperbole, etc.) while they listen to the music. Students will then discuss the figurative and connotative meanings of the language as a class. How do these meanings fit into the overall theme/tone of the song?
- **Figurative Language/Literary Devices in Music-** Students will read "Duke Ellington: The Piano Prince and his Orchestra" by Andrea Davis Pinkney while listening to his music. The children's story demonstrates the use of simile to describe music. Students will then listen to a given musical selection. Students will use figurative language/literary devices to describe the song. (e.g. The violins curved like winding roads. The bass sounded like the deepest parts of the ocean. The horns wailed like screaming babies.

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The guitar was a drill sergeant, shouting out notes like barking orders.) Then students will take turns improvising melodies of their own on the classroom's instrumentation. As they improvise, the class will create similes, metaphors, hyperbole, onomatopoeia, etc. in response to the music.

- **Listening: Ten Times Two-** Students will listen to a piece of music quietly, letting their ears wander and take in as much as possible. Students will list 10 words or phrases about any aspect of what they hear. Students will repeat the exercise again, trying to list 10 more words or phrases to their lists.
- **Literary Essay-** Students will read a short story as a class, such as Edgar Allan Poe's "The Tell-Tale Heart". Upon reading the story and identifying elements of the text that present theme, students will view a filmed/animated version of the story. Students will identify elements of the filmed version that convey theme. Students will fill out a Venn Diagram graphic organizer to prepare for a brief literary essay that compares and contrasts two mediums and their presentation of the same themes/story.

Extension Strategies/Activities:

- Reflect on the Instructional Activities via blog post. What did you like/dislike? Do you have any suggestions for making the activities more effective? Do you have any unanswered questions?

Modification Strategies/Activities:

- Use of technology
- Differentiation of instruction
- Class discussions
- Small group/one-on-one instruction
- Assignment modifications depending on student need/IEP

Cross-curricular Connections/Standards:

- Language Arts
- Art
- Music
- Mathematical Practices

Suggested Assessments:

- Informal Assessment via observation/task completion/participation
- Informal Assessment via student reflections
- Formal Assessment via teacher-made rubrics

Reading – Informational Text		Strand: Key Ideas and Details	
Common Core Standards:			
<p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>			
Big Ideas:			
Summary, analysis, and inference of informational texts about the history and innovations in film/video technology.			
Essential Questions:		Enduring Understandings:	
<ul style="list-style-type: none"> • What does the text say explicitly? • How are key individuals, events, or ideas introduced, illustrated, and elaborated in a text? • How did we arrive at our current technological capabilities in video production? 		<ul style="list-style-type: none"> • To summarize is to determine central ideas and consolidate important details that support them. • Informational Texts use a variety of tools such as bold/italicized words, glossaries, embedded definitions, photography, captions, hyperlinks, etc. to introduce and elaborate upon individuals, events, and ideas. • Current video technology is the result of many historic innovations and inventions; it is an ever-evolving art form. 	
Knowledge, Skills, and Instructional Objectives:			
<ul style="list-style-type: none"> • Reading • Writing • Speaking/Listening • Collaboration • Building background knowledge 			
Instructional Materials/Resources:		Suggested Vocabulary	
<ul style="list-style-type: none"> • Media Center • Online Resources (ABC CLIO, EBSCO host, Infotopia) • PowerPoint/Prezi Presentations • Guided Notes • Flexible Grouping Tools (playing cards, popsicle sticks, etc.) • Artful Thinking Routines 		<ul style="list-style-type: none"> • Analog/Digital, Bitrate, Frame rate, Chroma Key/Green Screen, Dolly, Slider, Crane, Truck, Effects, File types, Lens, Focal Length, Depth of Field, Point of View 	
		Technology:	
		<ul style="list-style-type: none"> • Smartboard/Projector • Document Camera • Video Camera(s) • Computers • Video editing software • Google Drive • Class Blog 	
Recommended Instructional Activities:			
<ul style="list-style-type: none"> • Headlines- Students will view an informational film/news report. Students will then write a headline for the topic of the video that captures the most important aspect that should be remembered. After sharing, students will determine on the following day if their headlines have changed as a result of the class' discussion and the passage of time. • Summary/Analysis Guided Practice: Students will read informational texts as a class. Using guided notes, students will identify the main idea, key individuals/events/concepts, and elaborative techniques used in the text. Students will then practice their 			

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<p>summarizing skills, writing a brief summary in paragraph form.</p> <ul style="list-style-type: none">● Informational Text –Informative Video- Students will research and read informational texts (news articles, historic accounts, tech reviews, encyclopedia articles, etc.) in groups on the subject of film and video technology. The groups will determine the central idea of the text and how it is conveyed through particular details. The groups will then create a summary of the text together in the vein of news-reporting. Students will type their group’s summary into Google Drive, sharing with all members of the group and classroom instructors. Upon approval, students will create a video news report that analyzes the informational text and delivers the groups summary of said text. Videos are to be around 2 minutes in length.	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none">● Create a brief documentary on the invention and development of still and motion photography.	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none">● Flexible Grouping● Use of technology● Guided Notes/Paper Copy of Notes● Small group and/or one-on-one instruction
<p>Cross-curricular Connections/Standards:</p> <ul style="list-style-type: none">● Language Arts● History● Science/Technology● Mathematical Practices	
<p>Suggested Assessments:</p> <ul style="list-style-type: none">● Informal Assessment via observation/task completion/participation● Informal Assessment via written student reflections● Formal Assessment of written summaries via holistic scoring rubric● Formal Assessment of videos via teacher-made rubric	
<p>Reading – Informational Text</p>	<p>Strand: Craft and Structure</p>
<p>Common Core Standards:</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	
<p>Big Ideas: Explore the meaning of unfamiliar words/technical terminology when analyzing the development of ideas and an author/filmmaker’s point of view or purpose.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none">● What is point of view/purpose?● How do specific words and phrases contribute to figurative, connotative, and technical understandings of an informational text or film?● Why did the author/filmmaker produce this?	<p>Enduring Understandings:</p> <ul style="list-style-type: none">● Point of view and purpose are the expression of an individual’s opinions/ideas with an intended outcome/result.● Authors and filmmakers use specific words and phrases to develop ideas that express a particular point of view.● Authors and filmmakers produce media to inform, to teach, to persuade, or to entertain.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none">● Reading● Writing● Speaking/Listening	

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<ul style="list-style-type: none">Figurative/Connotative/Technical Analysis	
Instructional Materials/Resources: <ul style="list-style-type: none">Media CenterInfotopiaDocumentary Films/ClipsSafari MontageArtful Thinking Routines	Suggested Vocabulary <ul style="list-style-type: none">Point of view, purpose, content, interpret/interpretation, technique
	Technology: <ul style="list-style-type: none">ComputersOnline ResourcesGoogle DriveClass BlogSmartboard/ProjectorDocument CameraiPads
Recommended Instructional Activities: <ul style="list-style-type: none">Claim/Support/Question- Students will read an informational text, make an explanation or interpretation of some aspect of the media, identify support for things they see, feel, and know about their claim, and ask a question related to his/her claim (What's left hanging? What isn't explained? What new reasons does your claim raise?)I See/I Think/I Wonder- Students will view a documentary, write a list of things they see, write what they think about it, and what it makes them wonder. Students will be thinking carefully about why something looks the way it does or is the way it is. Students will share their interpretations and careful observations on a class blog.	
Extension Strategies/Activities: <ul style="list-style-type: none">Create a portfolio of your work throughout the class that demonstrates your style and point of view as an author/filmmaker	Modification Strategies/Activities: <ul style="list-style-type: none">Use of technologyPaper copy of notesStudents may respond to suggested activities in a variety of written formatsSmall group and/or one-on-one instruction
Cross-curricular Connections/Standards: <ul style="list-style-type: none">Language ArtsHistoryScienceMathematical PracticesMusic	
Suggested Assessments: <ul style="list-style-type: none">Informal Assessment via observation, task completion, and participation.Informal Assessment via student self-reflectionFormal Assessment via class blog and teacher-made rubrics	
Reading – Informational Text	Strand: Integration of Knowledge and Ideas
Common Core Standards: <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	

<p>Big Ideas: Use multiple media to examine similarities and differences in the presentation of events, ideas, arguments, and information.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What similarities and differences can be found between different media or formats? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Various forms of media present information through word usage, visual presentation, editing, sound, and persuasive techniques.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> • Compare/Contrast • Reading • Writing • Speaking/Listening 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • Media Center • Infotopia • Documentary Films/Clips • Safari Montage • Artful Thinking Routines 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> • Aesthetics, Abstract, Analyze/Analysis, Art, Art Form, Content, Contrast, Creating, Criticism, Design, Genre, Interpret/Interpretation, Judge/Judgment, Medium/Media, Technique <p>Technology:</p> <ul style="list-style-type: none"> • Computers • Smartboard/Projector • Document Camera • iPads
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Compare/Contrast- Students will use graphic organizers to examine the similarities and differences between various media and informational formats. • Informational Text –Informative Video- Students will research and read informational texts (news articles, historic accounts, tech reviews, encyclopedia articles, etc.) in groups on the subject of film and video technology. The groups will determine the central idea of the text and how it is conveyed through particular details. The groups will then create a summary of the text together in the vein of news-reporting. Students will type their group’s summary into Google Drive, sharing with all members of the group and classroom instructors. Upon approval, students will create a video news report that analyzes the informational text and delivers the groups summary of said text. Videos are to be around 2 minutes in length. 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Write a literary essay that compares and contrasts the techniques used in written and filmed media. 	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> • Use of technology • Small group/one-on-one instruction • Flexible grouping • Incorporation of student interest
<p>Cross-curricular Connections/Standards:</p> <ul style="list-style-type: none"> • Language Arts • History • Science/Technology • Mathematical Practices 	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> • Informal Assessment via classwork (graphic organizers, class discussions, blogs) • Formal Assessment of videos via teacher-made rubric 	

Reading - Informational Text		Strand: Range of Reading and Level of Text Complexity	
Common Core Standards: RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Big Ideas: Read and comprehend a variety of nonfictional texts and other media.			
Essential Questions: <ul style="list-style-type: none"> • What does the text say explicitly? • How are key individuals, events, or ideas introduced, illustrated, and elaborated in a text? • How did we arrive at our current technological capabilities in video production? • What is point of view/purpose? • How do specific words and phrases contribute to figurative, connotative, and technical understandings of an informational text or film? • Why did the author/filmmaker produce this? • What similarities and differences can be found between different media or formats? 		Enduring Understandings: <ul style="list-style-type: none"> • To summarize is to determine central ideas and consolidate important details that support them. • Informational Texts use a variety of tools such as bold/italicized words, glossaries, embedded definitions, photography, captions, hyperlinks, etc. to introduce and elaborate upon individuals, events, and ideas. • Current video technology is the result of many historic innovations and inventions; it is an ever-evolving art form. • Point of view and purpose are the expression of an individual's opinions/ideas with an intended outcome/result. • Authors and filmmakers use specific words and phrases to develop ideas that express a particular point of view. • Authors and filmmakers produce media to inform, to teach, to persuade, or to entertain. • Various forms of media present information through word usage, visual presentation, editing, sound, and persuasive techniques. 	
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing • Collaboration • Use of Technology 			
Instructional Materials/Resources: <ul style="list-style-type: none"> • Online Resources (EBSCO host, Infotopia, Safari Montage, etc.) • Media Center • Teacher-Made Presentations • Guided Notes • Artful Thinking Routines 		Suggested Vocabulary <ul style="list-style-type: none"> • Analog/Digital, Bitrate, Frame rate, Chroma Key/Green Screen, Dolly, Slider, Crane, Truck, Effects, File types, Lens, Focal Length, Depth of Field, Point of View • Point of view, purpose, content, interpret/interpretation, technique 	
		Technology: <ul style="list-style-type: none"> • Computers • Document Camera • Smartboard/Projector • Video Cameras • Video Editing Software • iPads • Class Blog 	
Recommended Instructional Activities: <ul style="list-style-type: none"> • Summary/Analysis Guided Practice: Students will read informational texts as a class. Using guided notes, students will identify 			

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the main idea, key individuals/events/concepts, and elaborative techniques used in the text. Students will then practice their summarizing skills, writing a brief summary in paragraph form.

- **Informational Text –Informative Video-** Students will research and read informational texts (news articles, historic accounts, tech reviews, encyclopedia articles, etc.) in groups on the subject of film and video technology. The groups will determine the central idea of the text and how it is conveyed through particular details. The groups will then create a summary of the text together in the vein of news-reporting. Students will type their group’s summary into Google Drive, sharing with all members of the group and classroom instructors. Upon approval, students will create a video news report that analyzes the informational text and delivers the groups summary of said text. Videos are to be around 2 minutes in length.
- **Claim/Support/Question-** Students will read an informational text, make an explanation or interpretation of some aspect of the media, identify support for things they see, feel, and know about their claim, and ask a question related to his/her claim (What’s left hanging? What isn’t explained? What new reasons does your claim raise?)
- **I See/I Think/I Wonder-** Students will view a documentary, write a list of things they see, write what they think about it, and what it makes them wonder. Students will be thinking carefully about why something looks the way it does or is the way it is. Students will share their interpretations and careful observations on a class blog.
- **Student Blogging-** Students will post reflections/analysis of informational texts/videos and comments on their peers’ posts.
- **Compare/Contrast-** Students will use graphic organizers to examine the similarities and differences between various media and informational formats.

Extension Strategies/Activities:

- Continue to blog on the development of new audio video technological advancements.

Modification Strategies/Activities:

- Use of technology
- Differentiation of instruction via multiple activities/student output
- Class discussions
- Small group and/or one-on-one instruction

Cross-curricular Connections/Standards:

- Language Arts
- History
- Mathematical Practices

Suggested Assessments:

- Informal Assessment via observation, task completion, and participation.
- Informal Assessment via student reflections.

Writing	Strand: Text Types and Purposes
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Common Core Standards:

- W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
 - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the argument presented.
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.

Big Ideas:
 Writing informative and narrative texts are critical aspects of the Audio/Visual Arts.

- Essential Questions:**
- How can I use the audio/visual arts to present arguments that support claims with clear reasoning?
 - How can I use the audio/visual arts to convey real or imagined experiences to an audience?

- Enduring Understandings:**
- Techniques in the audio/visual arts allow one to persuade an audience, supporting claims with clear reasoning and relevant evidence.
 - Techniques in the audio/visual arts allow one to meaningfully convey experiences and events in a narrative fashion to an audience.

- Knowledge, Skills, and Instructional Objectives:**
- Reading
 - Writing
 - Speaking/Listening
 - Collaboration
 - The Writing Process
 - Persuasion

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Instructional Materials/Resources: <ul style="list-style-type: none">• Guided Notes• Teacher-Made Presentations• Various Documentaries/Short Films	Suggested Vocabulary <ul style="list-style-type: none">• Thesis Statement• Purpose• Call to Action• Mood• Conflict• Plot• Climax• Flashback• Foreshadowing• First-Person Narrator• Second-Person Narrator• Third-Person Narrator
	Technology: <ul style="list-style-type: none">• Smartboard/Projector• Computers• iPads• Camera(s)• Video Editing Software• Audio Production Hardware/Software• Electronic Instrumentation• Google Drive• Class Blog
Recommended Instructional Activities: <ul style="list-style-type: none">• Adaptations- Students will write a brief narrative on any topic of his/her choice. Narrative may be completely imagined, or based on real events. Students must write in narrative form, and follow the writing process with pre-writing, editing, and multiple drafts. Final products will be typed into Google Drive. Students will create an adaptation of a classmate's narrative in either film or audio mediums. Upon viewing or listening to a classmate's adaptation of his/her narrative, students will write a blog post that examines differences and similarities between the original and the adaptation.• Documentary- Students will create a brief, persuasive documentary about an issue they have encountered in the school/their lives. Students will work with the student council and safety patrol to generate possible topics. All topics MUST be approved before students begin working. Students will create a graphic organizer (persuasion map) in order to plan their documentaries.	
Extension Strategies/Activities: <ul style="list-style-type: none">• Reflect on the Instructional Activities via blog post. What did you like/dislike? Do you have any suggestions for making the activities more effective? Do you have any unanswered questions?• Students may produce a filmed version of a short story written in his/her Language Arts Class as extra credit.	Modification Strategies/Activities: <ul style="list-style-type: none">• Flexible Grouping• Small group/one-on-one instruction• Use of technology to differentiate instruction
Cross-curricular Connections/Standards: <ul style="list-style-type: none">• Language Arts• Mathematical Practices• Art• Music• Technology• Student Council• Safety Patrol	

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Suggested Assessments:

- Informative Assessment via observation/participation/task completion
- Informative Assessment via blog post
- Formal Assessment of Narrative Adaptations and Documentaries via teacher-made rubric

Writing

Strand: Production and Distribution of Writing

Common Core Standards:

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Big Ideas:

Writing is a process that allows one to communicate ideas, collaborate with others, and connect with humanity.

Essential Questions:

- What is clear and coherent writing?
- How can peers and adults be utilized?
- How does writing allow one to connect, interact, and collaborate with others?

Enduring Understandings:

- Clear and coherent writing is the end product of a process of development, planning, organization, editing, style, and audience awareness.
- Peers and adults are valuable resources in a learning community that can be utilized to develop and strengthen writing.
- Technology presents one with countless opportunities to connect, interact, and collaborate with others.

Knowledge, Skills, and Instructional Objectives:

- Reading
- Writing
- Speaking/Listening
- Collaboration
- The Writing Process

Instructional Materials/Resources:

- Google Drive
- Class Blog
- Teacher-Made Notes/Handouts

Suggested Vocabulary

- The Writing Process
- Edit
- Pre-write
- Organization
- Coherence
- Style
- Audience

Technology:

- Computers
- Projector
- Class Blog
- iPads
- Google Drive

Recommended Instructional Activities:

- **Class Blog-** Students will post writing regularly to a class blog. The blog will be closed to the students in each class. Students are

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expected to constructively comment on their classmates' writing. Blog posts will take the form of project/activity reflections, "Do Now" writing assignments, journals, critiques, artistic analysis, etc.

- **Scripting-** Students will produce written scripts, narratives, graphic organizers, persuasive essays, etc. when producing a video or audio project.

Extension Strategies/Activities:

- Reflect on the Instructional Activities via blog post. What did you like/dislike? Do you have any suggestions for making the activities more effective? Do you have any unanswered questions?
- Students may continue to make use of the writing strategies learned in this class in all academic subject areas.

Modification Strategies/Activities:

- Differentiation of Instruction through technology
- Flexible Grouping
- Peer Editing
- One-on-one/Small Group Instruction
- Students may use voice-to-text recognition software when scripting/writing

Cross-curricular Connections/Standards:

- Language Arts
- Mathematical Practices
- Art
- Music
- Technology
- Science
- Social Studies

Suggested Assessments:

- Informal Assessment via blog posts
- Formal Assessment of scripts/narratives/persuasive writing via teacher-made rubrics and NJ ASK Holistic Scoring Rubric

Writing

Strand: Research to Build and Present Knowledge

Common Core Standards:

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
- Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Big Ideas:

Plagiarism is a serious, wrongful act that can have long-lasting consequences.

Essential Questions:

- What is Plagiarism?
- How can one be "original"?

Enduring Understandings:

- Plagiarism, according to the Modern Language Association of America, is the use of another person's ideas, information, or expressions as your own.
- Originality can be expressed creatively in music, art, writing, film-making, ect.

Knowledge, Skills, and Instructional Objectives:

- Reading

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<ul style="list-style-type: none"> • Writing • Speaking/Listening 	
Instructional Materials/Resources: <ul style="list-style-type: none"> • Teacher-made notes • Guided Reading • MLA Handbook • Online resources 	Suggested Vocabulary <ul style="list-style-type: none"> • Plagiarism • Originality • Citation
	Technology: <ul style="list-style-type: none"> • Projector/Smartboard • Class Blog • Online videos
Recommended Instructional Activities: <ul style="list-style-type: none"> • Plagiarism/Originality Debate- Students will view the op-doc “Allergy to Originality” from the New York Times. Students will discuss plagiarism and the concept of originality. Students will debate whether or not they believe originality can exist. Students will also learn in a mini lesson how to properly site a source. • Plagiarism PSA- Students will work with the Safety Patrol/Student Council/Media center to create a public service announcement on the academic dangers of plagiarism. This would be a project completed after school, and could earn extra credit. 	
Extension Strategies/Activities: <ul style="list-style-type: none"> • Students may blog their opinions on plagiarism or the existence of true originality • Film interviews with other students on their understanding of plagiarism and how to properly cite a source • Students will use their knowledge or plagiarism and how to properly cite sources throughout their educational careers 	Modification Strategies/Activities: <ul style="list-style-type: none"> • Discussion-Based Instruction • Use of Technology
Cross-curricular Connections/Standards: <ul style="list-style-type: none"> • Language Arts • Mathematical Practices • Art • Music • Technology 	
Suggested Assessments: <ul style="list-style-type: none"> • Informal Assessment via observation/participation • Informal Assessment via class blog 	
Writing	
Strand: Range of Writing	
Common Core Standards: W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Big Ideas: Writing is strengthened through the routine production of text designed for a range of tasks, purposes, and audiences.	
Essential Questions: <ul style="list-style-type: none"> • How can I use the audio/visual arts to present arguments that support claims with clear reasoning? • How can I use the audio/visual arts to convey real or imagined experiences to an audience? • What is clear and coherent writing? • How can peers and adults be utilized? 	Enduring Understandings: <ul style="list-style-type: none"> • Techniques in the audio/visual arts allow one to persuade an audience, supporting claims with clear reasoning and relevant evidence. • Techniques in the audio/visual arts allow one to meaningfully convey experiences and events in a narrative fashion to an audience.

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<ul style="list-style-type: none">• How does writing allow one to connect, interact, and collaborate with others?• What is Plagiarism?• How can one be “original”?	<ul style="list-style-type: none">• Clear and coherent writing is the end product of a process of development, planning, organization, editing, style, and audience awareness.• Peers and adults are valuable resources in a learning community that can be utilized to develop and strengthen writing.• Technology presents one with countless opportunities to connect, interact, and collaborate with others.• Plagiarism, according to the Modern Language Association of America, is the use of another person’s ideas, information, or expressions as your own.• Originality can be expressed creatively in music, art, writing, film-making, ect.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none">• Reading• Writing• Editing	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none">• Teacher-made notes• Guided Reading• MLA Handbook• Online resources	<p>Suggested Vocabulary</p> <ul style="list-style-type: none">• Thesis Statement• Purpose• Call to Action• Mood• Conflict• Plot• Climax• Flashback• Foreshadowing• First-Person Narrator• Second-Person Narrator• Third-Person Narrator• The Writing Process• Edit• Pre-write• Organization• Coherence• Style• Audience• Plagiarism• Originality• Citation <p>Technology:</p> <ul style="list-style-type: none">• Projector/Smartboard• Google Drive• Class Blog• iPads• Computers• Cameras• Video Editing Software• Audio Production Software/Hardware

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Recommended Instructional Activities:

- **Class Blog-** Students will post writing regularly to a class blog. The blog will be closed to the students in each class. Students are expected to constructively comment on their classmates' writing. Blog posts will take the form of project/activity reflections, "Do Now" writing assignments, journals, critiques, artistic analysis, etc.
- **Scripting-** Students will produce written scripts, narratives, graphic organizers, persuasive essays, etc. when producing a video or audio project.
- **Adaptations-** Students will write a brief narrative on any topic of his/her choice. Narrative may be completely imagined, or based on real events. Students must write in narrative form, and follow the writing process with pre-writing, editing, and multiple drafts. Final products will be typed into Google Drive. Students will create an adaptation of a classmate's narrative in either film or audio mediums. Upon viewing or listening to a classmate's adaptation of his/her narrative, students will write a blog post that examines differences and similarities between the original and the adaptation.
- **Documentary-** Students will create a brief, persuasive documentary about an issue they have encountered in the school/their lives. Students will work with the student council and safety patrol to generate possible topics. All topics MUST be approved before students begin working. Students will create a graphic organizer (persuasion map) in order to plan their documentaries.

Extension Strategies/Activities:

- Reflect on the Instructional Activities via blog post. What did you like/dislike? Do you have any suggestions for making the activities more effective? Do you have any unanswered questions?
- Students may continue to make use of the writing strategies learned in this class in all academic subject areas.

Modification Strategies/Activities:

- Differentiation of Instruction
- Use of Technology
- Flexible Grouping
- Small Group/Individual Instruction

Cross-curricular Connections/Standards:

- Language Arts
- Mathematical Practices
- Art
- Music
- Technology

Suggested Assessments:

- Informal Assessment via class blog
- Formal Assessment of written scripts/narratives/persuasive essays via teacher-made rubrics and NJ ASK Holistic Scoring Rubric

Speaking and Listening		Strand: Comprehension and Collaboration
Common Core Standards:		
<p>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.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>		
Big Ideas: Actively engage in collaborative discussions on various forms of media.		
Essential Questions: <ul style="list-style-type: none"> • What does the medium say explicitly? • What is theme? • What is central/main idea? • What is point of view/purpose? • What similarities and differences can be found between different media or formats? • How does writing allow one to connect, interact, and collaborate with others? 	Enduring Understandings: <ul style="list-style-type: none"> • Certain aspects of plot, such as characters, exposition, rising action, climax, falling action, and resolution are directly stated in mediums. • Theme is a general idea that includes things such as friendship, danger, the future, love, duty, overcoming limitations, etc. Themes may also describe a moral lesson. • Central/Main Idea is finding out what the medium is mostly about. • Point of view and purpose are the expression of an individual's opinions/ideas with an intended outcome/result. • Various forms of media present information through word usage, visual presentation, editing, sound, and persuasive techniques. • Technology presents one with countless opportunities to connect, interact, and collaborate with others. 	
Knowledge, Skills, and Instructional Objectives:		
<ul style="list-style-type: none"> • Reading • Writing • Speaking/Listening • Collaboration • Summary • Prediction • Critique 		

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Instructional Materials/Resources:

- Teacher-Made Presentations
- Class Blog
- Guided Notes
- Artful Thinking Routines
- Online Music Collections
- Safari Montage

Suggested Vocabulary

- Main Idea
- Theme
- Conclusions
- Plot
- Character
- Setting
- First-Person Point of View
- Second-Person Point of View
- Third-Person Point of View
- Mood
- Conflict
- Climax
- Flashback
- Foreshadowing
- Interpret
- Main Idea
- Tone
- Plot
- Setting
- Analyze/Analysis
- Art Criticism
- Content
- Contrast
- Harmony/Unity

Technology:

- Projector/Smartboard
- Class Blog
- iPads
- Computers
- Camera(s)
- Audio Production Software/Hardware
- Video Editing Software

Recommended Instructional Activities:

- **Figurative Language in Music-** Students will identify figurative language in the lyrics of popular songs. Students will be given a copy of lyrics with which they are to highlight examples of figurative language (imagery, simile, metaphor, hyperbole, etc.) while they listen to the music. Students will then discuss the figurative and connotative meanings of the language as a class. How do these meanings fit into the overall theme/tone of the song?
- **Listening: Ten Times Two-** Students will listen to a piece of music quietly, letting their ears wander and take in as much as possible. Students will list 10 words or phrases about any aspect of what they hear. Students will repeat the exercise again, trying to list 10 more words or phrases to their lists.
- **Headlines-** Students will view an informational film/news report. Students will then write a headline for the topic of the video that captures the most important aspect that should be remembered. After sharing, students will determine on the following day if their headlines have changed as a result of the class' discussion and the passage of time.
- **Summary/Analysis Guided Practice:** Students will read informational texts as a class. Using guided notes, students will identify the main idea, key individuals/events/concepts, and elaborative techniques used in the text. Students will then practice their summarizing skills, writing a brief summary in paragraph form.
- **Informational Text –Informative Video-** Students will research and read informational texts (news articles, historic accounts, tech reviews, encyclopedia articles, etc.) in groups on the subject of film and video technology. The groups will determine the central idea of the text and how it is conveyed through particular details. The groups will then create a summary of the text together in the vein of news-reporting. Students will type their group's summary into Google Drive, sharing with all members of the group and classroom instructors. Upon approval, students will create a video news report that analyzes the informational text and delivers the

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<p>groups summary of said text. Videos are to be around 2 minutes in length.</p> <ul style="list-style-type: none">• Claim/Support/Question- Students will read an informational text, make an explanation or interpretation of some aspect of the media, identify support for things they see, feel, and know about their claim, and ask a question related to his/her claim (What's left hanging? What isn't explained? What new reasons does your claim raise?)• I See/I Think/I Wonder- Students will view a documentary, write a list of things they see, write what they think about it, and what it makes them wonder. Students will be thinking carefully about why something looks the way it does or is the way it is. Students will share their interpretations and careful observations on a class blog.• Class Blog- Student will post regularly to a class blog in which they reflect upon activities/projects, critique the work of others, present work of their own, and collaborate with one another.	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none">• Students could participate in a grade-level discussion on the merits/benefits/possible improvements of the AV class at the end of the school year. This would provide valuable insight for the instructors, as well as administrators.	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none">• Differentiation of Instruction• Use of Technology• Students unwilling or unable to participate in verbal discussion may blog their thoughts/ideas
<p>Cross-curricular Connections/Standards:</p> <ul style="list-style-type: none">• Language Arts• Mathematical Practices• Science• History• Music• Art	
<p>Suggested Assessments:</p> <ul style="list-style-type: none">• Informal Assessment via participation/observation/class discussion• Informal Assessment via class blog• Formal Assessment via teacher-made projects and rubrics	
<p>Speaking and Listening</p>	<p>Strand: Presentation of Knowledge and Ideas</p>
<p>Common Core Standards:</p> <p>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 eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>Big Ideas:</p> <p>Present logical and organized media for a variety of contexts, tasks and audiences, demonstrating command of American English Grammar when doing so.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none">• How does one demonstrate main ideas and themes when creating multimedia?	<p>Enduring Understandings:</p> <ul style="list-style-type: none">• The use of researched/cited facts, logical sequencing of ideas, organization, clear pronunciation, and thorough planning will accentuate one's main ideas and themes when creating multimedia.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none">• Speaking/Listening• Reading	

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<ul style="list-style-type: none">• Writing• Collaboration• Interpretation• Research• Prediction• Summary	
Instructional Materials/Resources: <ul style="list-style-type: none">• Teacher-Made Presentations• Guided Practices• Class Blog• Guided Notes• Artful Thinking Routines• Online Music Collections• Safari Montage• Media Center	Suggested Vocabulary
	Technology: <ul style="list-style-type: none">• Projector/Smartboard• Class Blog• iPads• Computers• Camera(s)• Audio Production Software/Hardware• Video Editing Software
Recommended Instructional Activities: <ul style="list-style-type: none">• Informational Text –Informative Video- Students will research and read informational texts (news articles, historic accounts, tech reviews, encyclopedia articles, etc.) in groups on the subject of film and video technology. The groups will determine the central idea of the text and how it is conveyed through particular details. The groups will then create a summary of the text together in the vein of news-reporting. Students will type their group’s summary into Google Drive, sharing with all members of the group and classroom instructors. Upon approval, students will create a video news report that analyzes the informational text and delivers the groups summary of said text. Videos are to be around 2 minutes in length.• Claim/Support/Question- Students will read an informational text, make an explanation or interpretation of some aspect of the media, identify support for things they see, feel, and know about their claim, and ask a question related to his/her claim (What’s left hanging? What isn’t explained? What new reasons does your claim raise?)• Recreations- Students will read a short story as a group. After identifying elements of plot with the use of a Story Mountain Graphic Organizer, students will interpret the text into a short film. Students must communicate the main idea, theme(s), and plot in their video recreations of the short stories.	
Extension Strategies/Activities: <ul style="list-style-type: none">• Students could create a portfolio of their collected works from the class, evaluating his/her effectiveness, style, and growth through the course of the marking period.	Modification Strategies/Activities: <ul style="list-style-type: none">• Differentiation of Instruction• Use of Technology
Cross-curricular Connections/Standards: <ul style="list-style-type: none">• Language Arts• Mathematical Practices• Science• History• Music• Art	
Suggested Assessments: <ul style="list-style-type: none">• Informal Assessment via participation/observation/class discussion• Informal Assessment via class blog• Formal Assessment via teacher-made projects and rubrics	

Language		Strand: Conventions of Standard English
Common Core Standards:		
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns (e.g., <i>myself, ourselves</i>). • Recognize and correct inappropriate shifts in pronoun number and person.* • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* • Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* • Spell correctly. 		
Big Ideas: Present final products that demonstrate command of the conventions of American English Grammar and Mechanics.		
Essential Questions: <ul style="list-style-type: none"> • What is effective writing? • How can peers and adults be utilized in the writing process? 	Enduring Understandings: <ul style="list-style-type: none"> • Effective writing is the end product of a process of development, planning, organization, editing, style, and audience awareness. Effective writing does not contain an abundance of grammatical mistakes or errors in usage/mechanics that distracts a reader/listener from the author's intended meaning. • Peers and adults are valuable resources through the writing process that can be utilized to develop and strengthen writing. 	
Knowledge, Skills, and Instructional Objectives:		
<ul style="list-style-type: none"> • Reading • Writing • Speaking/Listening • Collaboration • The Writing Process 		
Instructional Materials/Resources: <ul style="list-style-type: none"> • Google Drive • Class Blog • Teacher-Made Notes/Handouts • Peer Editing 	Suggested Vocabulary <ul style="list-style-type: none"> • The Writing Process • Edit • Pre-write • Organization • Coherence • Style • Audience • Parts of Speech • Mechanics • Usage • Draft 	

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		<p>Technology:</p> <ul style="list-style-type: none"> • Computers • Projector • Class Blog • iPads • Google Drive
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Class Blog- Students will post writing regularly to a class blog. The blog will be closed to the students in each class. Students are expected to constructively comment on their classmates' writing. Blog posts will take the form of project/activity reflections, "Do Now" writing assignments, journals, critiques, artistic analysis, etc. • Scripting- Students will produce written scripts, narratives, graphic organizers, persuasive essays, etc. when producing a video or audio project. Scripts are to be written in such a way that demonstrates command of the conventions of American English Grammar. 		
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Mini lessons on parts of speech to reinforce grammar concepts taught in the Language Arts classroom. • Students could create a short film that demonstrates the purpose of a particular part of speech. 	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> • Differentiation of Instruction through technology • Flexible Grouping • Peer Editing • One-on-one/Small Group Instruction • Students may use voice-to-text recognition software when scripting/writing 	
<p>Cross-curricular Connections/Standards:</p> <ul style="list-style-type: none"> • Language Arts • Mathematical Practices • Art • Music • Technology • Science • Social Studies 		
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> • Informal Assessment via blog posts • Formal Assessment of scripts/narratives/persuasive writing via teacher-made rubrics and NJ ASK Holistic Scoring Rubric 		
Language		Strand: Knowledge of Language
Common Core Standards:		
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style.* • Maintain consistency in style and tone.* 		
Big Ideas:		
<p>The conventions of American English Grammar are an essential element of writing, speaking, reading, and listening.</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is effective writing? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Effective writing is the end product of a process of development, planning, organization, editing, style, and audience awareness. Effective writing does not contain an 	

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	abundance of grammatical mistakes or errors in usage/mechanics that distracts a reader/listener from the author's intended meaning.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none">• Reading• Writing• Speaking/Listening• Collaboration• The Writing Process	
Instructional Materials/Resources: <ul style="list-style-type: none">• Google Drive• Class Blog• Teacher-Made Notes/Handouts• Peer Editing	Suggested Vocabulary <ul style="list-style-type: none">• The Writing Process• Edit• Pre-write• Organization• Coherence• Style• Audience• Parts of Speech• Mechanics• Usage• Draft• Metaphor• Simile• Hyperbole• Imagery• Alliteration• Dialogue Technology: <ul style="list-style-type: none">• Computers• Projector• Class Blog• iPads• Google Drive
Recommended Instructional Activities: <ul style="list-style-type: none">• <u>New Vocabulary-</u> Introduce new vocabulary/terminology that is an essential part to the Audio Visual Arts Class through guided notes, continued use, teacher-demonstrations, and student research.• <u>Dubbing-</u> Students will view a video with no sound. Upon viewing the video, students will develop an imagined dialogue, using proper punctuation, grammar, and mechanics. Students will share their dialogue with the class as the soundless video plays in the background.• <u>Class Blog-</u> Students will post writing regularly to a class blog. The blog will be closed to the students in each class. Students are expected to constructively comment on their classmates' writing. Blog posts will take the form of project/activity reflections, "Do Now" writing assignments, journals, critiques, artistic analysis, etc.• <u>Scripting-</u> Students will produce written scripts, narratives, graphic organizers, persuasive essays, etc. when producing a video or audio project. Scripts are to be written in such a way that demonstrates command of the conventions of American English Grammar.	

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Extension Strategies/Activities: <ul style="list-style-type: none">• Mini lessons on American English Grammar to reinforce concepts taught in the Language Arts classroom.	Modification Strategies/Activities: <ul style="list-style-type: none">• Differentiation of Instruction through technology• Flexible Grouping• Peer Editing• One-on-one/Small Group Instruction
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Cross-curricular Connections/Standards: <ul style="list-style-type: none">• Language Arts• Mathematical Practices• Art• Music• Technology• Science• Social Studies

Suggested Assessments: <ul style="list-style-type: none">• Informal Assessment via blog posts• Formal Assessment of scripts/narratives/persuasive writing via teacher-made rubrics and NJ ASK Holistic Scoring Rubric• Formal Assessment of multimedia projects via teacher-made rubrics

Language	Strand: Vocabulary Acquisition and Use
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Common Core Standards:

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., personification) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

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.

Big Ideas:
Use language and the relationship between words to demonstrate understanding of the nuances in word meanings.

Essential Questions: <ul style="list-style-type: none">• What is figurative language?• How does one adapt new vocabulary?	Enduring Understandings: <ul style="list-style-type: none">• Figurative language can be any variety of literary devices that expresses a meaning that is different from its literal interpretation.• One can adapt to and assimilate new vocabulary through
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	<p>the use of context clues, consultation of a dictionary or other reliable source, and extended use/practice of new words.</p>
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking/Listening/Viewing 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • Google Drive • Class Blog • Teacher-Made Notes/Handouts • Peer Editing • Collaboration 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> • Metaphor • Simile • Hyperbole • Imagery • Alliteration • Dialogue • Acoustics • Microphone (Dynamic, Condenser, Ribbon) • Track • Effects (Reverb, Delay, Distortion, Auto Tune, etc.) • Analog/Digital, Bitrate, Frame rate, Chroma Key/Green Screen, Dolly, Slider, Crane, Truck, Effects, File types, Lens, Focal Length, Depth of Field, Point of View <p>Technology:</p> <ul style="list-style-type: none"> • Computers • Projector • Class Blog • iPads • Google Drive
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Figurative Language in Music- Students will identify figurative language in the lyrics of popular songs. Students will be given a copy of lyrics with which they are to highlight examples of figurative language (imagery, simile, metaphor, hyperbole, etc.) while they listen to the music. Students will then discuss the figurative and connotative meanings of the language as a class. How do these meanings fit into the overall theme/tone of the song? • Figurative Language/Literary Devices in Music- Students will read “Duke Ellington: The Piano Prince and his Orchestra” by Andrea Davis Pinkney while listening to his music. The children’s story demonstrates the use of simile to describe music. Students will then listen to a given musical selection. Students will use figurative language/literary devices to describe the song. (e.g. The violins curved like winding roads. The bass sounded like the deepest parts of the ocean. The horns wailed like screaming babies. The guitar was a drill sergeant, shouting out notes like barking orders.) Then students will take turns improvising melodies of their own on the classroom’s instrumentation. As they improvise, the class will create similes, metaphors, hyperbole, onomatopoeia, etc. in response to the music. • New Vocabulary- Introduce new vocabulary/terminology that is an essential part to the Audio Visual Arts Class through guided notes, continued use, teacher-demonstrations, and student research. • Dubbing- Students will view a video with no sound. Upon viewing the video, students will develop an imagined dialogue, using proper punctuation, grammar, and mechanics. Students will share their dialogue with the class as the soundless video plays in the background. 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Students could maintain a class glossary for all essential terminology used in the class. 	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> • Differentiation of Instruction through technology • Flexible Grouping • Peer Editing • One-on-one/Small Group Instruction

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Cross-curricular Connections/Standards:

- Language Arts
- Mathematical Practices
- Art
- Music
- Technology
- Social Studies

Suggested Assessments:

- Informal Assessment via blog posts
- Formal Assessment of scripts/narratives/persuasive writing via teacher-made rubrics and NJ ASK Holistic Scoring Rubric
- Formal Assessment of multimedia projects via teacher-made rubrics

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk ().*