Randolph Township Schools
Randolph Middle School

Sixth Grade Enrichment Curriculum

"Action indeed is the sole medium of expression for ethics."
- Jane Addams

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Table of Contents

Randolph Township Schools Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools
Affirmative Action Statement Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION
EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:
- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The Sixth Grade Enrichment program is an interdisciplinary course of study that encompasses English Language Arts, Social Studies, and STEAM content. Students explore and experience all strands, and student choice and interest is encouraged and accommodated.

- The focus of the Social Studies content is an in-depth analysis of change through innovation in the United States from the early 1600s through the early 1900s.

- The focus area of the English Language Arts content is the study of various primary source documents.

- The STEAM components are embedded within the topics and themes as well as in the exploration of transportation. The Mathematical Practices as well as the Technology and Financial Literacy skills are evident in these tasks.

- The concept of leadership is a thematic thread which promotes opportunities for synthesis among the content areas.

Unit frameworks are compliant with NJAC and NAGC Standards as required by NJDOE guidelines on gifted education, and predicated on the research developed by the College of William and Mary Center for Gifted Education. These units of study feature prominently the use of best practice approaches for gifted education in that they are:

- Interdisciplinary and problem-based
- Complex and in-depth
- Advanced, accelerated and/or compacted in content
- Abstract and advanced higher-level thinking activities
- Flexible to incorporate student interests
- Differentiated, including the use of various types of resources
- Geared to development in creativity, cognition, and research skills

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
18 weeks	I	Early American Expansion, Innovation, and Change

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Sixth Grade Enrichment Curriculum
UNIT I: Early American Expansion, Innovation and Change

TRANSFER GOALS: Students will evaluate the personalities and leadership characteristics of historical figures in accordance with contemporary values to determine traits that are common to effective leaders.

Students will apply critical thinking and problem solving skills to evaluate and provide solutions to 21st century issues.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.8.D.1.b: Explain how interactions among African, European, and Native American groups began a cultural transformation.		
6.1.8.D.2.b: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.	Individuals affect events in history through actions and leadership.	What is a leader? What defines an effective leader? How might talent be developed?
6.1.8.A.4.b: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.		
6.1.8.B.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	A person's environment and choices affect his/her life experiences.	How are we influenced by the life stories of other people?
6.1.8. B.4.b: Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.		
6.1.8. C.4.b: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.	The causes and effects of change during American westward expansion were economic, political, social, technological, and cultural.	What is the impact of transportation? Should a nation's potential for expansion be limited? Why or why not?
6.1.8. C.4.c: Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.		
6.1.12.B.1.a: Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.	The American judicial system is built upon constitutional principles that delineate the rights of the accused and restrict government actions.	Who should create laws? Why do laws change?
6.1.12.B.2.b:Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.		
6.1.12.D.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.		

6.1.12.D.2.b:Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 6.1.12.D.5.a: Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. 6.1.12.A.3.a: Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. 6.1.12.A.3.b: Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest. 6.1.12.A.3.d: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. 6.1.12.A.3.e:Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. 6.1.12.A.3.f: Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. 6.1.12.B.3.a: Assess the impact of Western settlement on the expansion of United States political boundaries. 6.1.12.C.3.a:Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. 6.1.12.C.3.b: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. 6.1.12.C.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations. 6.1.12.C.5.b: Compare and contrast economic development of the North, South, and West in the post-Civil War period. 6.1.12.C.5.c :Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	Primary sources are the most authentic artifacts that provide clues into how peoples of the past thought.	How do we know if something is true?
	Scientific and technological advances have economic, political, cultural, and societal impacts.	How might science and technology create ethical concerns?
	Knowledge and understanding of cultural, economic, and societal values are fundamental when designing technology systems and products in a global world.	What should be considered when developing new technology?
	Technological products and systems impact innovation.	How do you go about designing something new and different?
	Solving problems involves making sense of what is known and applying a thoughtful and logical process which requires perseverance, flexibility, and ingenuity.	How do you solve problems?
	KNOWLEDGE	**SKILLS**
	Students will know: Leadership abilities develop over time through participation in groups or teams that engage in challenging or competitive activities.	**Students will be able to:** Evaluate and synthesize the leadership skills required to be successful at school, home, and in a career.

6.1.12.D.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. 6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). 6.1.12.D.3.d: Analyze the role education played in improving economic opportunities and in the development of responsible citizens. 6.1.12.D.3.e: Determine the impact of religious and social movements on the development of American culture, literature, and art.	Life stories and self-portraits provide insight into leaders such as political leaders, military leaders, and abolitionists.	Identify characteristics of an autobiography. Research and evaluate connections between leaders from the 1800s and relate them to modern-day life in the United States. Analyze autobiographies in order to gain insight into the development of talent/leadership.
6.1.12.D.5.a:Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. 6.1.12.D.5.b: Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.	Settling the Final Western Frontier gave rise to renowned artists, writers, painters, and the American intellectual.	Develop an understanding of what it took to be an effective leader during the American Expansion.
6.1.12.D.5.c: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. 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.	The main causes of Western Expansion in the United States: population pressure, a desire for quality farmland, religious and civic ideology, conflicting views on slavery, and the discovery of gold in the western territories.	Identify and analyze the causes of Western Expansion.
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. 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.	Criminal law, as established by statutes enacted by Congress, defends the innocent against perceived harmful acts committed against a person or property.	Interpret the application of legal terminology as it applies to the court of law in the United States.
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.	The American justice system is built upon constitutional principles that delineate the rights of the accused and restrict government actions.	Apply accurate legal proceedings to a historical case in a mock trial.
W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts. W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.2.E. Establish and maintain a formal/academic style, approach, and form. W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented. W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. 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. W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. (Choice) 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. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.A. 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"). W.6.9.B. Apply grade 6 Reading standards to literary nonfiction W.6.10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. SL.6.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Inventions in the United States from the colonial period to the Gilded Age were often ingenious, radical, and creative; these practices made-way for modern innovation. Technology products and systems impact every aspect of the world in which we live. The design process is a systematic approach to solving problems. Well researched information-literacy skills develop through the application and practice of current technological techniques, resources, and programs. Effective collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.	Discover and apply the methods in which innovation allowed the United States to grow and expand. Explain the need for and registration process of patents and copyright protection. Explain the impact of globalization on the development of a technological system over time. Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints. Identify the design constraints and trade-offs involved in creating a prototype. Generate professional documents and multimedia presentations that use a multitude of graphs, pictures, research, and video clips. Engage effectively in a range of collaborative discussions with diverse partners on real-life topics. Employ appropriate conflict resolution techniques.

SL.6.1.A. 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. SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors. SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use punctuation to set off nonrestrictive/ parenthetical elements. L.6.2.B. Spell correctly. L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. L.6.3.B. Maintain consistency in style and tone. L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase. 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. 8.8.1.8 A.1 - Use appropriate technology vocabulary. 8.8.1.8 A.3 - Demonstrate effective input of text and data, using touch keyboarding with proper technique. 8.1.8.A.4: Graph and calculate data within a spreadsheet and present a summary of the results	Digital tools allow for communication, collaboration, and data manipulation, which can be organized more meaningfully in displays, charts, and graphs. The Engineering Design Process (EDP) is a systematic approach to solving problems. Communication is the ability to spread knowledge, ideas, and information; technology enhances the ability to communicate. Citing sources builds credibility.	Use effective communication skills in face-to-face and online interactions with peers and adults. Assess gathered data for a variety of purposes. Design and create a prototype by identifying the specific criteria and constraints. Develop, redesign and improve a product using STEAM principles. Create a multimedia presentation to communicate the development of an engineering prototype by explaining the steps and actions of the design process. Cite sources using MLA format.

8.1.8A.5: Create a database query, sort and create a report and describe the process, and explain the report results. 8.1.8 A.8 - Design and produce a basic multimedia project. 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4: Assess the credibility and accuracy of digital content. 8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse. 8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.2.8 A.1 - Describe the nature of technology and the consequences of technological activity 8.8.2.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands. 8.2.8.A2: Identify the desired and undesired consequences from the use of a product or system. The effects of technology on the environment. 8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product. 8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints. 8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution. 8.2.8.D.5 Explain the impact of resource selection and the production process in the development of a common or technological product or system. 8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used. 8.2.8.E.1: Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used. 8.8.2.8 B.3 - Identify a technological problem and use the design process to create an appropriate solution.	**VOCABULARY:** Leadership: professional, honesty, focus, passion, compassion, respect, empathy, confidence, persuasive, integrity, vision, humility, empowering, collaborative, communicative, courageous, genuine, self-aware and perseverant. Technology: friction, mechanics, prototype, iterations, two and three-dimensional graphs, transportation and innovation. Finance: occupations, career, gross pay, net pay, salary, discount, percent discount, cash flow. Law: objection, overruled, sustained, grand jury, petit jury, abstain, direct examination, redirect, deposition, relevance, speculation, argumentative, defense, eyewitness, prosecution, witness, accused, trial, charges, arrest, conviction. **KEY TERMS:** leadership, career goals, financial literacy, engineering design plan, Microsoft Excel, multimedia presentation, mock trial, hearsay, prima facie, criminal law, civil law	

8.2.8 B.1 - Demonstrate and explain how the design process is not linear. 8.8.2.8 B.2 - Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution. 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power. .		

LEARNING PLAN

ASSESSMENT EVIDENCE: Students will show their learning in various ways, including but not limited to:
- Pre and Post Self-Assessment: Leadership
- Pre and Post Assessment: American Expansion Westward in the United States
- Writing Rubric: Leadership Analysis of a famous American
- Journal Rubric
- Collaborative Group Work Assessment
- Multimedia Presentation Rubric
- Self-Assessments and Peer Assessments: Models of Transportation
- R-Campus Rubrics
- Exit Tickets: Daily Essential Questions

KEY LEARNING EVENTS AND INSTRUCTION:
- Daily Do Now Math Logic Puzzle
- Daily Reflect & Ponder Journal (weekly submission)
- Journal: "Take-Home" Insights" EDP Shared team journal (ongoing)
- Think Pair Share: Common Leadership Traits of Great Leaders
- Jigsaw Activity: Leaders and their Actions
- Collaborative and Independent Multimedia Presentations
- Career Exploration: Research and Discussion
- Self-Assessment and Evaluation: Income and Expenses to Meet Personal Goals
- Mock Trial

- Using Excel: tabulate class learning modalities for group tasks
- Creating Prototypes: TinkerCad and 3D Printing
- Research Report and Presentation: Leadership Analysis
- SOLE Investigations: college requirements, college costs and means to pay, career paths, Innovations in Transportation, Learning Modalities & Cognition Acquisition tools
- PBL Investigations: Famous Trials of the 1800s, Constructing a model of Transportation, Discount Dilemmas, Establish effective groups based on strength/weakness inventories
- EDP Steam Project: Develop, Improve and Redesign a Transportation System

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
18 Weeks	Early American Expansion, Innovation and Change • Leadership • Career Exploration • Brain-based Observations & Interpretations of personal strength and weakness • Create Multimedia Presentations • American Expansion from 1600-1900 • Constitutional Law, Due Process and Mock Trials • Financial Literacy • Design a Transportation System Using EDP	Primary Sources: The College of William and Mary Center for Gifted Education. Trans-option Everfi Project STEM: Pearson Education Harvard.edu/Leadership Princeton: Left/Right Brain and Modality studies Habits of Minds for Teens, Steve Covey On The Money: Math Activities to Build Financial Literacy Grades 6-8 (NCTM, 2015) UShistory.org, www.gcflearnfree.org http//www.nps.gov/history www.getthemath.org http://www.teacherwebquest.com/WQ/High School/HistoryofMathematicians/ap3.ap3.aspx www.mathaware.org http://www.thehenryford.org/education/erb/LinncolnsLegacy OfLeadership.pdf. Google Scholar Resource Documents: The Washington Post Christian Science Monitor New York Times Forbes Magazine The Washington Post The Guardian British Broadcasting Corporation Newsweek Time Magazine The Star Ledger

		The National Review
		ERIC.gov
		Harvard.edu
		Princeton.edu
		Christian Science Monitors
		Lincoln on Leadership by Donald T, Phillips
		The Leadership of Robert E. Lee by Leon Gibson
		Lessons on Leadership: Ulysses S. Grant by Sheila M. Cappel
	Suggested Supplies:	www.tinkercad.com
	Computers, Laptops, iPads, and Printers	http://pbskids.org/designsquad/
	Balsa	http:tryengineering.org
	Wheels	www.pbs.org
	Cloth	Microsoft Word
	Bamboo Sticks	Microsoft PowerPoint
	Motors	Microsoft Excel
	Engines	Microsoft Publisher
	Pumps	Internet Sources
	Cardboard	Sratch
	Dowels	Sway
	String	Prezi
	Craft Sticks	iMovie
	Miscellaneous Materials	Impress
	Woodworking and crafting tools	WikiHow
		Roxio-Pro
		Camstudio
		Animoto
		Audacity
		Slide Share
		Powtoons
		Movie Maker