## *Wayne Township Public Schools*
## *Grade _*
## *___ Curriculum Guide*
### *Approved: __*

| Content Area:<br>Grade Level:<br>Course: | 6th Grade Seminar |
|---|---|
| **Time Frame:** | 6th Grade Academic Year |
| **Pacing Guide:** | Pacing is noted within the curriculum document. |

## New Jersey Learning Standards for English Language Arts Companion Standards Grades 6-8

**Anchor Standard for Speaking and Listening**
*Comprehension and Collaboration*
NJSLSA--SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

> **Progress Indicators for Speaking and Listening**
> *Comprehension and Collaboration*
> - NJSLS 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.
>
>> 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.
>>
>> B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
>>
>> C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
>>
>> D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Anchor Standard for Speaking and Listening**:
*Comprehension and Collaboration*
NJSLSA--SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

> **Progress Indicators for Speaking and Listening**
> *Comprehension and Collaboration*
> - NJSLS 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.

**Anchor Standard for Speaking and Listening**:
*Comprehension and Collaboration*
NJSLSA--SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

> **Progress Indicators for Speaking and Listening**
> *Comprehension and Collaboration*
> - NJSLS SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Anchor Standard for Speaking and Listening**:
*Presentation of Knowledge and Ideas*
NJSLSA--SL4.  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
**Progress Indicators for Speaking and Listening**
*Presentation of Knowledge and Ideas*
- NJSLS SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

**Anchor Standard for Speaking and Listening**:
*Presentation of Knowledge and Ideas*
NJSLSA--SL5.  Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
**Progress Indicators for Speaking and Listening**
*Presentation of Knowledge and Ideas*
- NJSLS SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Anchor Standard for Speaking and Listening**:
*Presentation of Knowledge and ideas*
NJSLSA--SL6.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
**Progress Indicators for Speaking and Listening**
*Presentation of Knowledge and ideas*
- NJSLS SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## New Jersey Core Curriculum Content Standards for Career Readiness, Life Literacies, and Key Skills:  Life Literacies and Key Skills

As per the New Jersey Department of Education (2020),

> NJAC 6A:8-3.1(c) requires the inclusion of interdisciplinary connections throughout the curriculum as well the integration of 21st Century skills and themes. Since 9.4 Life Literacies and Key Skills outlines concepts and skills that can be addressed throughout the curriculum, some performance expectations are followed by citations to related standards in other content areas. An example of this feature is as follows: 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option. The standard references that follow the 9.4 Life Literacies and Key Skills performance expectations are connections from other content areas that address the skills outlined in the 9.4 standards.

| Core Ideas | |
|---|---|
| Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. | • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. |

| | |
|---|---|
| Multiple solutions often exist to solve a problem. | • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). |
| Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. | • 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. • 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. • 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. |
| Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. | • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |
| There are ethical and unethical uses of information and media. | • 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). • 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). • 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. |

## Interdisciplinary Content Standards

### Interdisciplinary Content Standards: 2014 New Jersey Student Learning Standards: Social Studies

**6.3 Active Citizenship in the 21st Century:** *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.*

**Content Statement:**
*Active citizens in the 21st century: Recognize the causes and effects of prejudice on individuals, groups, and society. Recognize the value of cultural diversity, as well as the potential for misunderstanding. Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. Listen open-mindedly to views contrary to their own. Collaboratively develop and practice strategies for managing and resolving conflict. Demonstrate understanding of democratic values and processes. Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. Challenge unfair viewpoints and behaviors by taking action. Make informed and reasoned decisions. Accept decisions that are made for the common good.*

### Interdisciplinary Standards: New Jersey Student Learning Standards for Comprehensive Health and Physical Education Grades 6-8

**2.1 Wellness:** *All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*

### A. Personal Growth and Development

**Content Statement:** *Staying healthy is a lifelong process that includes all dimensions of wellness.*
- 2.1.6.A.1: Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.A.2: Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

## 2014 New Jersey Core Curriculum Content Standards: Educational Technology

**8.1 Educational Technology:** *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.*
Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Interdisciplinary Content Standards

Additionally in this course, students will be exposed to a variety of interdisciplinary standards. Specific interdisciplinary standards addressed cannot be listed within this document due to the individualized instruction each student receives. Teachers will ensure that cross curricular topics for students' specific grade levels are discussed and interwoven into lessons throughout the school year. A link to all non ELA NJSLS are listed below, for reference purposes:

- **Comprehensive Health and Physical Education**

- **Mathematics**

- **Science**

- **Social Studies**

- **Computer Science and Design Thinking**

- **Visual and Performing Arts**

- **World Languages**

- **Career Readiness, Life Literacies and Key Skills (CLKS): Personal Financial Literacy (pp.27-30)**

- **Career Readiness, Life Literacies and Key Skills (CLKS): Career Awareness, Exploration, Preparation, and Training (pp.39-40)**

# Launch Lessons

| Unit Plan Title: | **Seminar Launch** |
|---|---|
| **Time Frame:** | 3 - 4 Weeks |

## Unit Summary

The launch unit will set the foundation for the Sixth grade Seminar by introducing students to the basic organizational skills necessary to be academically successful in Middle School.  Students will begin to build communities in their classes as well as begin the process of organizing their binders, Google Suite, work spaces and lockers. Students will also start their journaling and reflective practices in order to prepare for their own goal setting and academic monitoring processes.

## Essential Questions

- How do I make connections with peers and teachers and increase my social and emotional well being?
- How do I acclimate back to school school?
- How do I organize myself to be successful?
- How do I reflect on my own progress?

## Enduring Understandings

- Healthy social connections support successful transitions back to school and promote optimal classroom environments.

- Good communication skills are a staple of personal skills that allow clear and valuable contribution to society.

- Good organization skills reduce stress, panic, and anxiety by handling issues before they become overwhelming by giving a student control.

- Goal setting creates successful self monitoring and establishes a locus of control for students.

| **Activities** | Unit Length: Three Weeks (15 Days)<br><br>Week 1: Activity List<ul><li>Identity Icebreakers ( Four Corners, Would You Rather) to build community and inspire communication</li></ul>Week 2: Activity List<ul><li>Planning and organization</li></ul>Week 3: Activity List<ul><li>Journaling and goal setting</li></ul> |
|---|---|

| Integrated accommodations and modifications for the following students: <br> • Special Ed <br> • ELL <br> • At Risk <br> • Gifted and Talented <br> • 504 | • **Differentiation Strategies for Special Education** <br><br> • **Differentiation Strategies for ELL Students** <br><br> • **Differentiation Strategies for At Risk Students** <br><br> • **Differentiation Strategies for Gifted and Talented Students** <br><br> • **Differentiation Strategies for 504 Students** |
|---|---|

| Assessments | |
|---|---|
| **B=Benchmark** <br> **S = Summative** | **F = Formative** <br> **A/PB = Alternative** |

*Formative Assessment:*
- **S-SOAR Individual Lesson Quizzes/Scorecard**
- **F-Daily Journaling**

*Summative Assessment:* Journaling Activity

## Resources

- ***Quick Launch for Teachers***
- SOAR Program Codes-SC
- SOAR Program Codes-AW
- Journal Prompts-Student Options
- Journal Prompts-Teacher Guide
- First Three Weeks Launch
- Checklist, Launch, Week 1
- Checklist, Launch, Week 2
- Checklist, Launch, Week 3
- SOAR/SEL Activity Links
- Rubric

## Unit 1

| Unit Plan Title: | Unit 1 Project |
|---|---|

| | Establishing Identity and Building Relationships developing skills of time management and organization |
|---|---|
| **Time Frame:** | |

## Unit Summary

This unit will focus on how to make students more organized and how to manage their time more effectively. Both of these concepts apply to their lives both in and out of school as how they manage them in one setting can positively or adversely affect them in the other setting. Students will learn to organize everything from their homework to learning how to manage their time through the use of a calendar creating firm daily routines, in and out of school. Additionally, students learning better organizational and time management skills will enhance their media literacy skills by learning to organize their Google Apps for Education; this includes their email, Google Drive, and Google Calendar. By achieving these goals, students' social and emotional well-being can be greatly enhanced and build their confidence as they are better able to adapt to the challenges of middle school.

Project Based Learning: **Unit 1  Task Statement**

## Essential Questions

- What does it mean to be organized?

- How can being organized increase success?

- How are organizing at home and organizing at school different?

- Why does keeping your personal space organized matter?

- How is a schedule an important part of an organization?

- Why is it important to periodically reflect on your organizational habits?

- How do you manage organization from class to class?

- How does having control of your organization make you feel about your ability to succeed?

- How does managing your time and organizing yourself work together?

- How can routines help you plan your day?

- How can enforcing routines make you happier in the long run?

- How can others like your parents and teachers support you in your routines?

- How do routines help avoid panic and anxiety?

- How is "down time" an important part of time management?

## Enduring Understandings

- Being able to organize yourself through routines and learned practices helps a student to streamline their life and become more efficient.

- Good organization skills reduce stress, panic, and anxiety by handling issues before they become overwhelming by giving a student control.

- Organization of school life and home life may look different, but they are part of the same overall skill set that helps to make good habits.

- An organized space: a desk, a locker, a room, creates an organized mind and helps a student to not be tripped up with clutter, both real and metaphorical.

- Periodically reviewing their organizational methods allows a student to think about what works and what doesn''t, helping to foster good decision making about thow to improve the methods and routines.

- Time management is just as important as physical organization skills as knowing the plan for the day and regimenting tasks improves personal control, wellbeing, and efficiency of the day.

- Having a managed day, broken into blocks or scheduled efficiently, will help parents and teachers keep track of student progress and allow them to engage meaningfully in assisting with maintaining routines.

- "Down time" allows for resting the brain and resetting energy levels which decreases anxiety and fatigue while still keeping a schedule that gets tasks done.

- The Google Suite for Education allows students to use digital organization to support their in person skills in engaging clearly through multimodal applications.

## Teaching and Learning Activities-Seminar Lesson Plan Template-DAILY ROUTINE

| **Activities** | |
|---|---|
| | **MeMedia Literacy Skills-** seminar students will participate in Media Center Lessons led by each school's media specialist. Focus on lessons will vary depending on needs.<br><br>**Digital Citizenship-** review parts of the digital citizenship model as they pertain to different lessons<br><br>● **Organization**<br> ○ Daily email weeding<br>  ■ Have students manage their emails each day (for example, have students either delete emails OR move to a "Completed" tab for emails they wish to save as evidence of teacher contact, etc…)<br> ○ Review use of the planner (see below for after-school schedule template)<br> ○ Group discussion on how the planner is used. Have them reflect upon their use of the planner thus far. What did they do well? What do they need to focus on doing better? Set a new goal: how do they revise their use of the planner (if needed)?<br> ○ Student SOAR APP: Complete Section 3, Chapter 6 - Organize Your Space<br>  ■ complete the video lesson<br> ○ Organizing their binders. Kids will bring ALL of their binders from all of their classes. Self check-in. How is it working for you? Whose binder is a mess? Who needs to revise their binder system? *Search the class for a *perfect* binder and use that as a model. What did this person do well? How do they maintain an organized binder?<br> ○ Locker Check-In. Field trip to your lockers--<br>  ■ How is your locker / backpack organized? Checklist<br>  ■ How is your binder/ papers organized? Checklist<br>  ■ My Personal locker assistant assignment |

- ● Sample 1
- ● Sample 2
- ○ Backpack Check-In. Show and Tell! Bring your backpacks to class. Play: "what's the weirdest thing in your bag?"
- ○ Successful Organizers (bring in guest speakers: other teachers, students, admin) to share their strategies...what they do and how it makes them feel.**
- ○ Have students complete "The Night Before School Tool"
- ○ Organization Resources:
  - ■ Organize your workspace/room
  - ■ Good study habits
  - ■ How to control computer distractions
- ● **Communication**
  - ○ Continue with weekly journal reflections using student prompts**
  - ○ "Dear Me" journal response**
  - ○ Importance of Self-Reflection PBL-type activity for students to complete over the course of several weeks.*
    - ■ Slides Link to provide to students (this will force a copy for each student)*
- ● **Time Management**
  - ○ Work to create a calendar based on their HW, assignments & after school requirements
    - ■ Create an after-school schedule tailored to the after-school activities/obligations of each student
    - ■ Walk students through ways to use tech tools to keep them organized: Google Calendar, set phone alarms, use Google Keep, etc...- direct instruction on this
    - ■ This is a great resource for concretely getting kids to
- ● **Social Emotional***
  - ○ Revisit their "What Kind of Learner are You?" quiz.
  - ○ Small group discussions on study skills and which way you should study based on your learner-type. Create groups based on learner-type. Have them brainstorm lists on how to best study and what works best for them.
  - ○ Community Building and IceBreakers

| Integrated accommodations and modifications for the following students: <br>● Special Ed <br>● ELL <br>● At Risk <br>● Gifted and Talented <br>● 504 | ● **Differentiation Strategies for Special Education** <br><br> ● **Differentiation Strategies for ELL Students** <br><br> ● **Differentiation Strategies for At Risk Students** <br><br> ● **Differentiation Strategies for Gifted and Talented Students** <br><br> ● **Differentiation Strategies for 504 Students** |
| --- | --- |

| Assessments | |
| --- | --- |
| **B=Benchmark** | **F = Formative** |
| **S = Summative** | **A/PB = Alternative** |

- ● **F-Organizational Checklists**

- ○ **Locker Checklists:**
  - ■ **[Checklist 1](#)**
  - ■ **[Checklist 2](#)**
  - ■ **[Locker Assistant](#)**
- ○ **Binder Checklist**
  - ■ **[Checklist 1](#)**
  - ■ **[Checklist 2](#)**
- ○ **Bookbag Checklist**
- ● **[A/PB-Student Afterschool Schedule](#)**
- ● **S-SOAR Individual Lesson Quizzes/Scorecard**
- ● **[F-Daily Journaling](#)**

## Resources

- ● [Tasks/To-Do List Video](#)
- ● [How to Make Tabs on Google Video](#)
- ● [Making Reading Lists on Google Video](#)
- ● [Time Management Strategies for Teens](#)
- ● [Middle School Advisory Ideas](#)
- ● [Advisory Curriculum](#)
- ● [Advisory Activities that focus on Diversity, Inclusion, Acceptance, etc](#)
- ● **[Seminar Lesson Plan Template-DAILY ROUTINE](#)**
- ● [SOAR Program Codes-SC](#)
- ● [SOAR Program Codes-AW](#)
- ● [Journal Prompts-Student Options](#)
- ● [Journal Prompts-Teacher Guide](#)
- ● [First Three Weeks Launch](#)
- ● [Checklist, Launch, Week 1](#)
- ● [Checklist, Launch, Week 2](#)
- ● [Checklist, Launch, Week 3](#)

## Unit 2

| Unit Plan Title: | [Unit 2 Project](#) |
|---|---|
| Time Frame: | |

### Unit Summary

This unit will focus on how students can communicate more effectively with their peers as well as their teachers and other school personnel. They will learn to speak, write, and listen to assist them in

expressing themselves more clearly while better understanding others around them, leading students to make stronger connections in and out of the school community. Students will learn how to compose a properly formatted email to communicate with teachers and other peers. Additionally, students will learn effective communication in helping with conflict resolution. All of these communication skills can lead to more positive social and emotional well-being as they are better able to adapt to the challenges of middle school.

Holiday Project Task Statement

## Essential Questions

- How is connecting with others and communicating important?

- How does one properly communicate with fellow students?

- How does a student effectively communicate with teachers/administrators?

- How is listening an important part of communication?

- How does listening and making connections in class aid you in learning?

- How can you use good communication skills to resolve conflicts?

- How does communication differ at school and at home?

- How can communication help you work on specific assignments?

- How can you master communicating to or in a large group?

- How do questions improve your communication skills?

- How do you communicate appropriately with your physical self?

- How are online skills like Google Classroom, Calendar, Drive, and email part of efficient communication strategy?

## Enduring Understandings

- Good communication skills are a staple of personal skills that allow clear and valuable contribution to society.

- Being able to communicate with teachers and administrators provides the student an opportunity to clarify directions, receive help on assignments, and get the necessary support to succeed.

- Successful communication with peers allows for productive class time in discussion, group work, and one to one engagement.

- Understanding the difference between how one casually communicates at home and how one appropriately communicates at school teaches professional skills useful later in life.

- Listening actively is a large part of communication. The skills teach students to hear what is being said and respond appropriately and efficiently to make forward progress together.

- Asking targeted and specific questions in class and in group work helps teachers understand specific student needs and aids peers in recognizing understandings and building on other's ideas.

- Conflict resolution skills require effective communication to bring conflict to and end constructively and amicably.

- Communication also comes in a physical form when a student's self expresses readiness to listen and engage, versus when they are closed off and defensive. An open posture equals an open mind.

- The Google Suite for Education allows students to use digital communication to support their in person skills in engaging clearly through multimodal applications.

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## Teaching and Learning Activities-Seminar Lesson Plan Template-DAILY ROUTINE

| **Activities** | Unit Length: |
| --- | --- |
| | **Media Literacy Skills-** seminar students will participate in Media Center Lessons led by each school's media specialist.  Focus on lessons will vary depending on needs. |

**Digital Citizenship-** review parts of the digital citizenship model as they pertain to different lessons

- **Organization**
  - Daily email weeding
    - Have students manage their emails each day (for example, have students either delete emails OR move to a "Completed" tab for emails they wish to save as evidence of teacher contact, etc... Reinforce the use of folders)
  - Student SOAR APP: Complete Section 4, Lesson 11: How to Take & Study Notes
    - Watch lesson video and complete quiz in app
    - Corresponding pages 105- 113 in SOAR text
- **Communication**
  *ACADEMIC COMMUNICATION*
  - Student SOAR APP: Complete Section 4: Introduction How the Brain Works
    - Watch lesson video and complete quiz in app
  - Listening and Comprehension Model
  - What is your conflict management style?
    - How to express yourself: Mouse, Me, Monster (scenarios should be adjusted to reflect the climate of a middle school classroom) Passive, assertive, & aggressive styles of communication OR Conflict Management Styles (Grid) OR teacher created station activity identifying the types of responses to individual scenarios.
    - Activity journal reflection: How does this activity help you to better understand yourself and others?*
  - How to write an email to teachers
  - Thankful Thursday: Create an email to a teacher, using the proper format learned during the launch: subject line, development of ideas, salutation, signature, etc.
  - Create your purpose statement (p.88), identifying what you want and need.
  - Knowing where to go for help:
    - Make a giant list of people IN the building and OUTSIDE of the building that they can go to for help. What kinds of help would they anticipate needing and who would be best for that?
    - Chain of Command: not jumping to admin/guidance. Talking to the teacher first and advocating for yourself. Create a literal chain of

command for different scenarios they may encounter within the school setting.
- How to respectfully deal when you have a conflict with a teacher
  - Brainstorm a list of issues you may have with a teacher/staff member and then role play how you might address the adult according to the situation.
- Promote Focus and Active listening:
  - SOAR workbook page 94 - 95: Stretch Your Eye Muscles, Improve Circulation, Breathe Deep, etc...
  - Active LIstening Ted Talk
  - How to have a better Conversation Ted Talk*

*PEER COMMUNICATION*
- SOAR APP: Section 4, Lesson 9:  How to Work With Teachers & Peers Parts 1 & 2
- Corresponding pages 90-98 in SOAR text
- How to create and keep friendships
  - Guest Speaker: guidance lessons

- **Time Management**
  - Revisit schedule created during Unit 1 to reflect upon what strategies are working and which are not, based upon possible schedule changes going into the fall.

- **Social Emotional***
  - Identity mapping
    - Have students complete an identity map to reflect upon the different parts of themselves
    - Use maps as a segue into discussions of how we build classroom communities and increase understanding
  - Respecting cultural norms resources
    - The Science Behind Classroom Norming
    - Being Mindful of Cultural Differences
    - 12 Ways to Build Strong Classroom Community
  - School-wide post-it initiative
    - Have students create post-its with positive, empowering messages and place them around the building in appropriate locations
  - Community Building and IceBreakers

| Integrated accommodations and modifications for the following students: | <ul><li>**Differentiation Strategies for Special Education**</li><br><li>**Differentiation Strategies for ELL Students**</li><br><li>**Differentiation Strategies for At Risk Students**</li><br><li>**Differentiation Strategies for Gifted and Talented Students**</li><br><li>**Differentiation Strategies for 504 Students**</li></ul> |
|---|---|
| <ul><li>Special Ed</li><li>ELL</li><li>At Risk</li><li>Gifted and Talented</li><li>504</li></ul> | |

| Assessments | |
|---|---|
| **B=Benchmark** | **F = Formative** |
| **S = Summative** | **A/PB = Alternative** |

- **F-Organizational Checklists**

- ○ **Locker Checklists:**
  - ■ **Checklist 1**
  - ■ **Checklist 2**
  - ■ **Locker Assistant**
- ○ **Binder Checklist**
  - ■ **Checklist 1**
  - ■ **Checklist 2**
- ○ **Bookbag Checklist**
- ● **A/PB-Student Afterschool Schedule**
- ● **S-SOAR Individual Lesson Quizzes/Scorecard**
- ● **F-Daily Journaling**

## Resources

- ● Email Etiquette

  - ○ How to Write and Manage Email

  - ○ Email Etiquette Video

  - ○ Email Etiquette How To Guide

- ● **Seminar Lesson Plan Template-DAILY ROUTINE**

- ● Time Management Strategies for Teens

- ● Middle School Advisory Ideas

- ● Advisory Curriculum

- ● Advisory Activities that focus on Diversity, Inclusion, Acceptance, etc

- ● SOAR Program Codes-SC

- ● SOAR Program Codes-AW

- ● Journal Prompts-Student Options

- ● Journal Prompts-Teacher Guide

- ● First Three Weeks Launch

- ● Checklist, Launch, Week 1

- ● Checklist, Launch, Week 2

- ● Checklist, Launch, Week 3

## Unit 3-

| Unit Plan Title: | Unit 3 Project |
|---|---|
| Time Frame: | |

### Unit Summary

This unit will provide students the opportunity to 'reset' their minds to prepare for the rest of the school year and their anticipated success. Students will be given opportunities to learn about growth mindset, allowing them to benefit from the knowledge that our brains can grow, change,

and adapt to new learning just in time for standardized testing. Students will also revisit goal setting, with a sharper lens toward creating, maintaining and achieving their attainable goals. Lastly, students will be involved in multiple research projects which will coincide with both Women's History Month and Black History Month. Students will be immersed in various forms of research materials, learning how to best navigate and evaluate information. Students will then need to synthesize the information, create a project of the teacher's choosing and present their projects to their peers.

Unit Three Project Task Statement

| Essential Questions |
| --- |

- How does having a growth mindset impact your learning?
- What is the best way for me to learn and overcome challenges?
- How can I learn to set attainable goals that will help me find more future success?
- Why is it important to have a goal that is specific?
- How can you become a better organizer in the management of assignments, materials, time and work behavior?
- How should we best evaluate sources to determine their reliability and validity?
- How do I synthesize information from a variety of sources?

| Enduring Understandings |
| --- |

- Being able to "reset" and reevaluate personal and academic goals enables an individual to refocus and have a fresh perspective

- The ability to evaluate sources will lead to an accurate interpretation of information.

- Exploring a variety of reliable sources increases understanding and expands perspective.

| Teaching and Learning Activities-Seminar Lesson Plan Template-DAILY ROUTINE | |
| --- | --- |
| **Activities** | **Media Literacy Skills-** seminar students will participate in Media Center Lessons led by each school's media specialist. Focus on lessons will vary depending on needs.<br><br>**Digital Citizenship-** review parts of the digital citizenship model as they pertain to different lessons<br><br>    ● **Black History/ Women's History Month Research Projects**<br>        ○ **Use district biography databases for research : Biographies Online (Infobase)-** **Schuyler**: username: scms password: scms<br>            **Anthony Wayne**: username: anthony password: wayne<br>        ○ Finding and Evaluating Credible Sources: if students will be finding their own resource links, this lesson can be used to help students discern source credibility<br>            ■ Lesson Plan and activity sheets<br>            ■ Slides/PPT presentation<br>        **\*See additional resources below for other project options**<br><br>**MID-COURSE ASSESSMENT:**<br>*This assessment should be administered during Marking Period 2<br><br><br>**Organization**<br>       *New Year Goal Setting*: |

- ○ What's Your Word Goal*:  Students will start the new year by setting word goals. A word goal is a word students choose for themselves that will help them focus on an area of their lives in which they want to improve or grow.
    - ■ Digital Word Goal Planner
- ○ New Year Reflection:
    - ■ Students can reflect upon the past year through reflective writing prompts and goal-setting (***Word Goal incorporated into this slides presentation**); suggestion: send through Classroom as a "make a copy for each student" assignment
- ○ *See additional resources below

**Communication**
- ● Presentation skills- Public Speaking
    - ○ BrainPOP Public Speaking Video
        - ■ BrainPOP Public Speaking Response Form
        - ■ BrainPOP video notes
    - ○ Presentation Skills Rubric
    - ○ Power of Reading TED Talk (Youtube)
    - ○ Two Stars and a Wish Audience Feedback Form (audience members can reflect upon presentations and provide feedback to presenters; teachers will collect information and disseminate to student presenters
    - ○ Active Listening:
        - ■ Read Aloud of novel: *Wishtree* by Katherine Applegate

**Time Management**
- ○ Breaking down and managing time for research
- ○ Reassessing goals

**Social Emotional***
- ● *Growth Mindset*
    - ○ Collaborative Poster Project
    - ○ Growth Mindset Activities
    - ○ Introductory Video
    - ○ Coping with Different Emotions (preferred vs. difficult emotions)
    - Creating a Growth Mindset Poster
    - Growth Mindset Project

**\*Possible Optional Resources:**
**Suggested Project Options**:
- ○ Women's History Month
    - ■ Hidden Figures  (Teachers Pay Teachers option- must be purchased *see links below)
    - ■ Banner (Teachers Pay Teachers option- must be purchased)
    - ■ Quilt (Teachers Pay Teachers option- must be purchased)
- ○ Black History Month
    - ■ Quilt (Teachers Pay Teachers option- must be purchased)
    - ■ Banner (Teachers Pay Teachers option- must be purchased)
    - ■ Vision Board for Goal Setting

| Integrated accommodations and modifications for the following students: | <ul><li>**Differentiation Strategies for Special Education**</li><li>**Differentiation Strategies for ELL Students**</li><li>**Differentiation Strategies for At Risk Students**</li><li>**Differentiation Strategies for Gifted and Talented Students**</li><li>**Differentiation Strategies for 504 Students**</li></ul> |
|---|---|
| <ul><li>Special Education</li><li>ELL</li><li>At Risk</li><li>Gifted and Talented</li><li>504</li></ul> | |
| **Resources** | <ul><li>Tasks/To-Do List Video</li><li>How to Make Tabs on Google Video</li><li>Making Reading Lists on Google Video</li><li>Time Management Strategies for Teens</li><li>Middle School Advisory Ideas</li><li>Advisory Curriculum</li><li>Advisory Activities that focus on Diversity, Inclusion, Acceptance, etc</li><li>Seminar Lesson Plan Template-DAILY ROUTINE</li><li>SOAR Program Codes-SC</li><li>SOAR Program Codes-AW</li><li>Journal Prompts-Student Options</li><li>Journal Prompts-Teacher Guide</li><li>Positive Psychology</li><li>Youtube</li><li>Database: WorldBook Student - CavenDish - Ebsco - InfoBase (Biographies) - ABC-CLIO (American History)</li><li>Work in collaboration with the Media Specialist for research and citation support</li></ul> |

| Assessments |
|---|
| B=Benchmark               F = Formative<br>S = Summative             A/PB = Alternative |

- **F-Organizational Checklists**
  - **Locker Checklists:**
    - **Checklist 1**
    - **Checklist 2**

- - - **Locker Assistant**
  - ○ **Binder Checklist**
    - ■ **Checklist 1**
    - ■ **Checklist 2**
  - ○ **Bookbag Checklist**
- **A/PB-Student Afterschool Schedule**
- **S-SOAR Individual Lesson Quizzes/Scorecard**
- **F-Daily Journaling**

# Unit 4

| | |
|---|---|
| **Unit Plan Title:** | Unit 4 Project |
| **Time Frame:** | |

## Unit Summary

This unit will focus on the student's emotions in general and more specifically their ability to self regulate when faced with upheaval or conflict. Emotions and conflicts are two sides of the same coin, but often students do not see how one impacts the other. By showing the connection through multimedia resources and collaborative and reflective activities, students apply external lessons to their internal thinking. The unit will also ask students to apply their knowledge of emotions and conflict to the world of art and government as the final activities bridge to sources outside of the student and the classroom and into real world applications.

Unit 4 Task Statement

## Essential Questions

1. Why do conflicts arise?
2. What causes conflict to escalate?
3. What does it mean to resolve conflict?
4. How do we better control our emotions?
5. What does it mean to be introverted and/or extroverted?
6. What does it mean to find common ground in a disagreement?
7. What does it mean to collaborate amongst peers/fellow students?
8. How does student collaboration/interaction enhance emotional well-being?
9. How can visual representations affect emotional well-being?
10. How is conflict represented outside of personal interactions?

## Enduring Understandings

*Conflict and emotion go hand in hand, as the cause of many conflicts are rooted in people's emotions in response to a situation.

*Conflicts escalate when effective means of resolution are not employed.

*When a conflict is resolved effectively, all parties involved are at least partially satisfied with the outcome, forward progress on the issue has been made, and there has been no further emotional damage done.

*Conflict is visible in all aspects of the world from small day to day issues to large world conflict.

*Representations of emotions and conflict occur naturally, but also are man made as in visual or performance art.

*Conflict cannot always be resolved at the moment by the parties involved. Sometimes, time, space, and assistance from outside sources are needed.

*Methods of resolution include: Avoid, Accommodate, Control, Compromise, Collaborate.

*Not all methods of conflict resolution are appropriate at the moment and sometimes a mix of approaches is required.

*The best way to soothe any conflict is to find common ground with the other person, which forces respect and share perspective.

* When time and space are allowed, conflicts can be resolved rationally because emotions are under control and do not cause people to act irrationally.

*Irrational emotions can cause people to make poor choices regarding their conflict resolution.

*People need to think through their emotions to get to the root of what is causing them to be unhappy. This process takes time, but it is the only way to gain control.

*Communication with others is key to getting a handle on one's feelings. A person needs to be able to talk to others involved in the conflict or to a third party source to gain control before tackling the issue at hand.

*Emotional well being is created when people face their problems head on, communicate and collaborate with others, and solve the problem as it means the air is clear and forward movement is possible.

*Emotions and how they are regulated are an integral part of who a person is at their core and how their personality develops over time.

*Introverted people are shy and tend to keep their emotions and actions to themselves; conversely extroverted people tend to be more open and wear their emotions on their sleeve.

**Teaching and Learning Activities-**Seminar Lesson Plan Template-DAILY ROUTINE

| | |
|---|---|
| **Activities** | **Communication/Social Emotional**<br>Self-Regulation Activity<br>**Me, Mouse, Monster Station Activity**<br><ul><li>Courage/Bravery Video</li></ul><br>***Student Led-Conferences***<br><ul><li>Conference Link</li><li>Students meet one on one with teachers</li><li>Students lead conference to discuss social and emotional well-being</li></ul><br>***Read-Alouds***<br><ul><li>Read *Wishtree* by Katheryn Applebaum aloud for read-aloud activity</li><li>Discuss importance of emotional well-being</li></ul><br>***Suggested Lesson Plan:***<br><ul><li>Emotions Comprehensive 35 Day Lesson Plan</li><li>Use the above lesson plan to navigate teaching emotions and conflict in a manner that involves both direct teaching and student collaboration across modalities. The activities and readings below are included in the document above, dates and stepped out in order.<ul><li>The above is a suggested lesson plan. The tasks may be rearranged or modified as a teacher sees fit.</li></ul></li></ul><br>***Personality Test:***<br><ul><li>Fun Personality Test for kids allows students to take tests like "Why Flavor Ice Cream Are you?" and gives them the opportunity to share and compare. This is part of the introduction to the unit to get students thinking about who they are.</li></ul><br>***Inside Out:***<br><ul><li>Inside Out viewing guide for students</li><li>Inside Out Teacher Question Guide<ul><li>These documents provide the student and the teacher with a guide to use while watching the movie. There are multiple interactive activities as well as places for serious discussion. This part of the unit also incorporates notetaking and active listening skills.</li></ul></li></ul><br>**Organization**<br>***Inside Out Extension:***<br><ul><li>Islands of Personality Project</li><li>Islands Worksheet<ul><li>This project and response sheet gets students to connect the ideas presented in the movie to themselves in a fun and artistic fashion.</li></ul></li></ul><br>**Social Emotional***<br>***Emotions of Others:***<br><ul><li>Emotional Observation Journal This activity encourages students to pay attention to the people around them by observing and annotating what they see.</li><li>Journal Reflection: Emotions</li><li>Journal Reflection: Conflict<ul><li>These journal entries allow students to write out their thoughts regarding the lesson and provide a jumping off point for discussion.</li></ul></li><li>PBS Kids Discussing Emotions</li><li>📄 Community Building and Icebreaker Activities  For new students, revisiting icebreakers to mark change in students over time.</li></ul><br>**Communication**<br>***Newsela***<br><ul><li>Newslea: How and Why Does Conflict Occur?</li><li>Newsela: Talk it out, don't fight</li><li>Choice Articles: Face Values / Music and Emotions</li><li>Art and Emotions Worksheet</li><li>Poem About Art</li><li>Newsela: Conflict on the Global Stage</li><li>War and Emotions</li></ul> |

- ○ Here are readings and associated extensions from Newsela. The articles are punctuated throughout the unit to provide students a grounding in supporting the ideas discussed with science and facts.
    - ■ The articles also offer students the opportunity the practice ELA skills:
        - • Set a purpose for reading
        - • Check the source for validity of information
        - • Check the date for validity of information.
        - • Preview article for headings and flow.
        - • Annotate for understanding.

*Conflict:*
- ● [How Do You Respond to Conflict presentation](#)
- ● [Conflict Scenarios](#)
- ● [Conflict Resolution Activities](#)
    - ○ These documents are the basis for student understanding of conflict, built on and supported by other activities.

[I cannot Imagine… visual](#) is the final art project of the unit that encourages students to think about positive influences in their lives and end in a place of joy.

*Extra: Narrative Conflict*
Narrative stories for the students to read, reflecting some type of conflict. CommonLit includes multiple choice questions for understanding and short answer questions.
- ● [CommonLit: The Test](#)
- ● [CommonLit: The White Umbrella](#)
- ● [CommonLit: The Party](#)
- ● [CommonLit: Thank You, Ma'am](#)
- ● [CommonLit: A Wish for Kali](#)

**Time Management**
- *Executive Functioning & Study Skills:*
    - ○ [Test Anxiety and Study Skills](#)- focus on use of time-management, organizational and study skills and demonstrate effective coping skills when faced with a problem.
        - ■ Students will engage in reflective activities associated with how and when they study and emotions associated with preparing for assessments
    - ○ [How to Study Digital Lesson Plan](#) (some overlap with above Test Anxiety and Study Skills slides above)
    - ○ [Test Anxiety Online Assessment](#)
    - ○ [How to Study article](#): this is a college exam-based article; however, it  includes types of questions that would appear on an assessment
    - ○ [20 Ways to Reduce Test Anxiety](#)
- ○ [Doodle and Do Study Skills](#)

| | |
|---|---|
| **Integrated accommodations and modifications for the following students:**<br><br>● Special Education<br><br>● ELL<br><br>● At Risk | ● **[Differentiation Strategies for Special Education](#)**<br><br>● **[Differentiation Strategies for ELL Students](#)**<br><br>● **[Differentiation Strategies for At Risk Students](#)**<br><br>● **[Differentiation Strategies for Gifted and Talented Students](#)**<br><br>● **[Differentiation Strategies for 504 Students](#)** |

- Gifted and Talented

- 504

## Assessments

| | |
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| **B=Benchmark** | **F = Formative** |
| **S = Summative** | **A/PB = Alternative** |

- **F-Organizational Checklists**
  - **Locker Checklists:**
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    - **[Checklist 2](#)**
    - **[Locker Assistant](#)**
  - **Binder Checklist**
    - **[Checklist 1](#)**
    - **[Checklist 2](#)**
  - **Bookbag Checklist**
- **S-SOAR Individual Lesson Quizzes/Scorecard**
- **[A/PB-Student Afterschool Schedule](#)**
- **[F-Daily Journaling](#)**
- **[Student Led Conferences](#)**
- **F/S - *Inside/Out* [Viewing Activity](#)**
- **[F - Emotional Observation Journal](#)**
- **[F - Art and Emotions](#)**
- **[S - Poem about Art](#)**
- **[S - War and Emotions](#)**
- **F/S - [Islands of Personality Project](#)**
- **F - [Journal Reflection: Emotions](#)**
- **F - [Journal Reflection: Conflict](#)**

## Resources

- [Tasks/To-Do List Video](#)
- [Making Reading Lists on Google Video](#)
- [How to Make Tabs on Google Video](#)
- [Time Management Strategies for Teens](#)
- [Middle School Advisory Ideas](#)
- [Advisory Curriculum](#)
- [Advisory Activities that focus on Diversity, Inclusion, Acceptance, etc](#)
- **[Seminar Lesson Plan Template-DAILY ROUTINE](#)**
- [Journal Prompts-Student Options](#)
- [Journal Prompts-Teacher Guide](#)

# Unit 5

| Unit Plan Title: | Project Based Learning & Service Projects |
|---|---|
| Time Frame: | 8 Weeks *(suggested timeline: May/June)* |

## Unit Summary

This unit is cumulative in the sense that students will be required to plan a "road trip" style summer vacation with a group of peers. This project-based learning will require students to pull from the knowledge they gained in the Seminar class throughout the entire school year. In use will be executive functioning skills such as organization, planning, time-management from Unit 1, and relationship skills like communication and teamwork from Unit 2 to create the trip. Other essential elements like budgeting will be taught, and research skills taught in Unit 3 will be reinforced during the project.  This project also touches on elements of emotional management and conflict resolution skills from Unit 4, which will be reflected in having to navigate differing opinions, management styles, and emotional snags. As an additional outreach extension, the Seminar students will adopt a 5th grade class as a way of helping the younger students transition to the middle school setting and provide them friendship and emotional support for the upcoming school year.

## Essential Questions

- When planning a vacation, what are the steps that you must take to have a successful trip?
- How do you plan a trip with other people involved in the process?
- Why is it important to think of people besides yourself?
- How can we make those who are younger than us feel comfortable in new situations?
- How do we make new friends?
- What skills do we need to speak in front of a crowd?
- How do I organize my thoughts when putting together a presentation?

## Enduring Understandings

- Being able to understand the importance and preparation involved in planning long-term experiences.

- Being able to execute decisions off a created plan.

- Recognizing the use of skills like organization and time management in long term planning.

- Understanding how to use organizers to make lists and navigate ideas for planning.

- Recognizing the value in working with others toward a common goal.

- Resolving conflict arising from group decision making.

- Finding "common ground" and collaborating to make plans.

- Understanding differences among people in a group and respecting emotions tied to those differences.

- Thinking of others needs before your own when someone has strong emotions about a decision.

- Experience making friends and getting to know mothers through their interests.

- Experiencing the importance of both leadership and following roles.

- Conquering the fear of speaking in front of others using careful planning and emotional support from groupmates.

## Teaching and Learning Activities-Seminar Lesson Plan Template-DAILY ROUTINE

| Activities | **Media Literacy Skills-** seminar students will participate in Media Center Lessons led by each school's media specialist. Focus on lessons will vary depending on needs. |
| --- | --- |
| | **Digital Citizenship-** review parts of the digital citizenship model as they pertain to different lessons |
| | ● **Plan a Vacation Project (PBL Task Statement and Success Criteria)** |
| |    ● **Assignment includes:** |
| |       ○ Budgeting for the trip |
| |         ● Airfare; Gas Mileage; Hotels; Food; Activities |
| |       ○ Working together to decide where the group is going |
| |         ● They must choose three National Parks to visit |
| |       ○ Creating Posters for each National Park |
| |         ● Synthesis of research information gathered |
| |         ● Focus on plant-life, animals, history, facts. |
| |       ○ Create a Travel Brochure |
| |         ● Canva (Sign in with Google) |
| |       ○ Having Fun! |
| |         ● Creating a trip playlist; 'shopping' for supplies; |
| |       ○ Additional activities |
| |         ● Postcard; Travel Journal; Drawing park pictures; write a narrative story from the perspective of a park ranger. |
| |       ○ Reflection |
| | **Organization** |
| | ● Creating a task statement, indicating the goal of the project |
| | ● Project management |
| | ● Keeping all materials organized and in a safe location throughout the duration of the project |
| | **Communication** |
| | ● Presentation skills |

- Active listening

**Time Management**
- breaking down and managing time for research
- reassessing goals
- mapping travel using [Google Maps](#)

**Social Emotional***
- identify how certain places make you feel
- team-work
- working together to ensure all group members' needs are met
- conflict resolution

**Genius Hour Project**
- [National Park Genius Hour](#)
- [Genius Hour](#)

**Leadership**
- **What is leadership?**
  - [Ways to practice leadership](#)
  - [Leadership Activities](#)
  - [Leadership Quiz](#)
  - [10 Minutes Leadership Lessons](#)
  - Lessons from Duke Basketball Coach Mike Krzyzewski
    - [TV Interview](#)
    - [Discussion Questions](#)

**Adopt a 5th Grade class–** Each seminar class will be assigned a 5th grade class from a sending elementary school. The goal is not only to make the incoming 5th graders feel more welcome at their new middle school, but to also give the current 6th graders a chance at leadership & mentoring skills.
- **Communication**
  - Pen-pals with 5th grade class
    - Letter writing
    - Email ( use this opportunity to reinforce how to write an email)
    - Video message(s) using [Flipgrid](#)
  - Zoom/Google Meets sessions with class to discuss fears, worries and the excitement of starting a new school.
- **Social Emotional**
  - Small Group Chats with current 6th grade students
  - Small Group game activities
  - [30 Ice Breaker Ideas](#)
- **Other ideas:**
  - During 6th grade orientation, the 5th graders will get the opportunity to meet the class/6th grader they have been paired with.
  - Opportunities for tours, question/answer, etc will allow students to bond.
  - A group activity will take place (i.e. kickball; eating lunch together outside; ice breakers, etc)

| Integrated accommodations and modifications for the following students:<br>● Special Education<br><br>● ELL<br><br>● At Risk<br><br>● Gifted and Talented | ● **[Differentiation Strategies for Special Education](#)**<br><br>● **[Differentiation Strategies for ELL Students](#)**<br><br>● **[Differentiation Strategies for At Risk Students](#)**<br><br>● **[Differentiation Strategies for Gifted and Talented Students](#)**<br><br>● **[Differentiation Strategies for 504 Students](#)** |

- 504

## Assessments

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- **F-Organizational Checklists**
  - **Locker Checklists:**
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    - [Checklist 2](#)
    - [Locker Assistant](#)
  - **Binder Checklist**
    - [Checklist 1](#)
    - [Checklist 2](#)
  - **Bookbag Checklist**
- **F-Organizational Checklists**
- [**A/PB-Student Afterschool Schedule**](#)
- **S-SOAR Individual Lesson Quizzes/Scorecard**
- [**F-Daily Journaling**](#)
- **S-Final Trip**
- **A/PB-Orientation Activities**
  - **Pen Pal writing**
  - **Participation in games/activities**

## Resources

- [Pre-Collaboration Self-Assessment](#) - could be given to students before the project begins to help form groups (the idea is to ensure a balance of necessary collaboration skills within each group)
- [Rubric for Cooperative and Collaborative Learning](#) - could be given to students when the project is introduced so they understand that collaboration is a key part of this project and that they know what constitutes effective collaboration
- [Group Contract Template](#) - intended for students to complete as a team (probably after some teacher modeling/guidance) and sign. Another example is [here](#).
- [Project Management Work Log](#) - to help students plan out and monitor the tasks for the project, who will be responsible, and when each task is desired to be completed
- [Group Work Self-Reflection and Evaluation](#) - for students to use periodically (e.g., once a week) to reflect on their habits as they relate to working effectively in a group. Other examples of this are [here](#) and [here](#).
- [Daily Project Work Report](#) - helps keep students accountable; they report on their goals and what they accomplished as it relates to the project each day
- [Group Discussion Ground Rules (sample)](#) - in case students need to know the basic rules for having effective discussions

- Decision Making Matrix - a scaffold to help students organize their thinking and come to a rational decision by weighing different factors
- Conflict Resolution Steps - students could follow steps like these when a conflict or disagreement arises. Other resources along these lines are here, here, and here. Also, see Ways to Respectfully Disagree.
- Conflict Resolution Activity - Middle School ELA - could be useful if you are using a text in the seminar, as the activity involves students identifying, describing, and analyzing a conflict within a text.
- Google Maps - students will be able to calculate exact times and distances to each location of the trip.
- Flipgrid - students could make a video describing/depicting their road trip
- VR Tours - Yosemite - Yellowstone - Grand Canyon - Joshua Tree
- Canva - Students can sign in with Google to create a travel brochure
- World Book Student: Research Database
- Creating Citations in Google Docs: Students can copy and paste completed citations into other projects from Docs if needed.