

6th Grade		
PROJECT FLOW	STANDARD	DESCRIPTION
<b>RESEARCH PHASE</b> Students conduct research around CS2N or teacher selected topic, subject, or book that they will base their storytelling and animation project on.	W.6.7.	<b>Conduct short research projects to answer a question</b> , drawing on several sources and refocusing the inquiry when appropriate.
	WHST.6-8.7.	<b>Conduct short research projects to answer a question (including a self-generated question)</b> , drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<b>DESIGN PHASE</b> Students brainstorm, write a script, storyboard the script, present it to their peers, and then edit their storytelling and animation submission based on peer or teacher feedback.	W.6.5.	With some guidance and support from peers and adults, <b>develop</b> and strengthen writing as needed <b>by planning, revising</b> , editing, rewriting, or trying a new approach.
	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising</b> , editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	W.6.10	<b>Write routinely over extended time frames (time for research, reflection, and revision)</b> and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	WHST.6-8.10	<b>Write routinely over extended time frames (time for reflection and revision)</b> and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>PRODUCTION PHASE</b> Students reference their storyboards and use software and CS2N to create digital media and upload their projects.	SL.6.5.	<b>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</b>
	WHST.6-8.6.	<b>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</b>
	W.6.6.	<b>Use technology, including the Internet, to produce and publish writing</b> 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.
<b>EVALUATION PHASE</b> Students participate in a peer review process where they review anonymous projects from other participants. They assess projects based on rubrics which tie to other Common Core standards, including "Project claims were supported by evidence". In addition, students must leave constructive feedback to support and encourage improvements for each criterion which the project is evaluated.	W.6.6.	<b>Use technology</b> , including the Internet, to produce and publish writing as well as <b>to interact and collaborate with others</b> ; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	SL.6.3.	<b>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</b>