

Middle Township School District  
 MTMS Curriculum  
**Technology Enrichment – 7<sup>th</sup> and 8<sup>th</sup> Grade**

**Objective –**

To offer a technology course that focuses on participation in an elective project based learning experience.

**Program Goals –**

- To provide a platform for exploratory and enrichment activities
- Accommodate a variety of different learning styles
- Be more responsive to the needs and characteristics of gifted middle school students
- Have positive impact on student efficacy and engagement
- To showcase and enhance the supportive school environment

**Student Goals –**

- Explore concepts that they might otherwise not be able to experience
- Learn more about the subjects and concepts that interest them without the inherent pressure that can be present in the traditional classroom
- Engage in more effective learning of technology literacy concepts
- Develop higher-order thinking skills of synthesis and evaluation by applying new concepts to their chosen areas of investigation
- Produce a product, performance or service relevant to a specific content area or “real world” issue

<b>Content Area</b>		<b>Technology</b>					
<b>Standard</b>		<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.					
<b>Strand</b>		<b>A. Technology Operations and Concepts</b>					
<b>Content Statement</b>		The use of technology and <a href="#">digital tools</a> requires knowledge and appropriate use of <a href="#">operations and related applications</a> .					
<b>CPI #</b>	<b>Cumulative Progress Indicator (Objective/Benchmark)</b>	<b>Unit Key Learning &amp; Essential Question(s)</b>	<b>LEQs</b>	<b>Activities</b>	<b>Assessment</b>	<b>Cross Curricular</b>	<b>Resources</b>
<b>Timeframe</b> *see below							

Board approved: August 16, 2012

Middle Township School District  
 MTMS Curriculum  
**Technology Enrichment – 7<sup>th</sup> and 8<sup>th</sup> Grade**

8.1.8.A.5 (ITEA Ch3, #1)  <b>Ongoing.</b> revisit throughou t course to be sure of decisions.	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.	Choosing the appropriate digital tools allows us to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  How do we select and use digital resources to create and communicate our knowledge?	What is the purpose of the project? What do I need to produce at the end of the project?	Students will plan out the project using the LEQs to guide them in their choices. Watch “Design your project” - <a href="http://pbl-online.org/">http://pbl-online.org/</a>	At the end of the project, a “tool” rubric is used to evaluate the choice.	This will be the introduction to the entire course. The outcome of project choices will determine the cross curricular areas. Service projects (Civics) and STEM topics will be the priority.	
<b>Content Area</b>	<b>21st-Century Life and Careers</b>						
<b>Standard</b>	<b>9.1 21st-Century Life &amp; Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.						
<b>Strand</b>	<b>A. Critical Thinking and Problem Solving</b>						
<b>Content Statement</b>	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.						
<b>CPI #</b>  <b>Timeframe</b>	<b>Cumulative Progress Indicator (Objective/Benchmark)</b>	<b>Unit Key Learning &amp; Essential Question(s)</b>	<b>LEQs</b>	<b>Activities</b>	<b>Assessment</b>	<b>Cross Curricular</b>	<b>Resources</b>
9.1.8.B.1  <b>Lesson – 1 period,</b> research will be ongoing	Use multiple points of view to create alternative solutions.	Working with multiple points of view allows us to collaborate and problem solve during the creation of alternative solutions.  How can we use multiple points of view to create alternative solutions to a problem?	What are the different points of view? How many/what are the possible solutions?	Individual brainstorming of the problem. Group discussion, comparison and decision on how many/which points of view to use. Research topics chosen.	Teacher observation. Brainstorming activities. Research results.	Math, science, ELA	
9.1.8.B.2  <b>3 class periods</b>	Assess data gathered to solve a problem for which there are varying	Data assessment in a key stop in problem solving.	What are the different types of data available to us and how can we	Data assessment. Creation of data presentations. Discussions of data	Teacher observations. Data products.	Math, science, ELA	

Board approved: August 16, 2012

Middle Township School District  
 MTMS Curriculum  
 Technology Enrichment – 7<sup>th</sup> and 8<sup>th</sup> Grade

	perspectives, and determine how the data can best be used to design multiple solutions.	How can we assess data and determine how it should be used?	assess them? How do the different types contribute to the solution(s)?	relevance and use.			
<b>Strand</b>	<b>C. Collaboration, Teamwork, and Leadership</b>						
<b>Content Statement</b>	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.						
<b>CPI #</b> <b>Timeframe</b>	<b>Cumulative Progress Indicator (Objective/Benchmark)</b>	<b>Unit Key Learning &amp; Essential Question(s)</b>	<b>LEQs</b>	<b>Activities</b>	<b>Assessment</b>	<b>Cross Curricular</b>	<b>Resources</b>
9.1.8.C.1 2 class periods	Determine an individual's responsibility for personal actions and contributions to group activities.	Individual's actions and responsibilities directly relate to the success of a group. What is the protocol for how members of the group must act members of the group? What is each member of the group responsible for?	What is a "protocol?" What actions are acceptable and unacceptable during group projects? How can group members' responsibilities be determined?	Discussion of what group and individual expectations are. Roleplaying different scenarios to determine appropriateness of options. Brainstorming ideas. Creation of protocol. Creation of responsibilities list.	Teacher observation. Brainstorming activities. Results of protocol and responsibilities creation.	ELA, VPA	
9.1.8.C.2 2 class periods	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.	Compromise, consensus and community building are necessary for teamwork and collaboration. How can teamwork and collaboration be effectively achieved to complete tasks in an efficient manner?	What are compromise, consensus and community building strategies? How are they used for our project(s)?	Research terms and present examples. Compare/contrast terms. Present scenarios for application to project(s). Add to protocol/responsibilities lists where applicable.	Teacher observation. Research presentations. Scenario presentations. Demonstration throughout project(s).	ELA, VPA	
9.1.8.C.3 2 class periods	Model leadership skills during classroom and extra-curricular activities.	Leadership skills develop over time, with practice. What leadership skills do we want to see	What is leadership? How does one demonstrate leadership?	Research and present examples across different disciplines (political, educational, scientific, etc..).	Teacher observations. Research presentations. Poster. Demonstration	Math, science, ELA	

Board approved: August 16, 2012

Middle Township School District  
 MTMS Curriculum  
 Technology Enrichment – 7<sup>th</sup> and 8<sup>th</sup> Grade

		throughout the project(s)?		Create a “what does a leader look like” poster.	throughout project(s).		
<b>Strand</b>		<b>D. Cross-Cultural Understanding and Interpersonal Communication</b>					
<b>Content Statement</b>		Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.					
<b>CPI #</b> Timeframe	<b>Cumulative Progress Indicator (Objective/Benchmark)</b>	<b>Unit Key Learning &amp; Essential Question(s)</b>	<b>LEQs</b>	<b>Activities</b>	<b>Assessment</b>	<b>Cross Curricular</b>	<b>Resources</b>
9.1.8.D.1 (ITEAA Ch5 #9)  2 class periods	Employ appropriate conflict resolution strategies.	Conflict resolution strategies are necessary skills for effective communication. How can conflict resolution help achieve group/project goals?	What is the definition of conflict resolution? What are some examples of conflict resolution strategies? How is conflict resolution related to communication?	Define conflict resolution. Research and present examples across different disciplines (business, personal, etc...) Brainstorm and discuss how it relates to communication and how we can apply to our project(s).	Teacher observation. Research and presentations Demonstration throughout project(s).	ELA	
9.1.8.D.2 (ITEA Ch5 #9)  1 class period	Demonstrate the ability to understand inferences.	Inferences are an effective use of communication. How can inferences be used to communicate?	What is an inference? How can we use inferences? What are some problems related to inferences?	Define inferences. Research and present examples of inferences across disciplines (advertising, literature, personal, business, etc...) Brainstorm and discuss how inferences can be problematic and what role they play in the project(s).	Teacher observation. Research and presentations Demonstration throughout project(s).	ELA	
9.1.8.D.3  1 class period	Use effective communication skills in face-to-face and online	There are multiple types of communication being used in the 21 <sup>st</sup> Century.	What are the different types of communication? What skills are needed for each type of	Define communication. Research and present examples of types of communication and skills	Teacher observation. Research and presentations Demonstration	ELA, VPA	

Board approved: August 16, 2012

Middle Township School District  
 MTMS Curriculum  
 Technology Enrichment – 7<sup>th</sup> and 8<sup>th</sup> Grade

interactions with peers and adults from home and from diverse cultures.	Why is it important to employ a variety of verbal and non-verbal communication skills?	communication? How can we apply these skills to our project(s)?	for communication. Create a protocol of “do’s and don’ts” of verbal and non-verbal communication.	throughout project(s).		
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<b>Strand</b>	<b>F. Accountability, Productivity, and Ethics</b>						
<b>Content Statement</b>	The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. Ethical behaviors support human rights and dignity in all aspects of life.						

CPI # Timeframe	Cumulative Progress Indicator (Objective/Benchmark)	Unit Key Learning & Essential Question(s)	LEQs	Activities	Assessment	Cross Curricular	Resources
9.1.8.F.1 <span style="background-color: #e0f7fa;">1 class period</span>	Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.	Being productive and accountable for ones actions contribute to the success of individual and group goals. How can demonstrate accountability and productivity within the classroom?	What is productive? What is accountable? How do accountability and productivity contribute to accomplishing goals?	Define terms. Present positive and negative scenarios. Discuss and determine relativity to goals.	Teacher observation. Research and presentations Demonstration throughout project(s).	ELA, VPA	
9.1.8.F.3 (ITEA Ch4 #4) <span style="background-color: #e0f7fa;">1 class</span>	Relate the use of new technologies at home, in the workplace, and in other settings to	Technology use can have positive or negative impact on both users and those affected by their use.	How can we practice safe, ethical and secure behaviors online?	Review from previous courses, if needed, watch various videos, and hold class discussions Then,	Online quiz, class discussions, and teacher observations throughout course.		

Middle Township School District  
 MTMS Curriculum  
 Technology Enrichment – 7<sup>th</sup> and 8<sup>th</sup> Grade

period	incidences of ethical and/or unethical behavior.	What are an individual's responsibilities for using technology? What constitutes misuse and how can it best be prevented? How can we practice appropriate digital citizenship?		compare/contrast to other incidents/disciplines.			
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\*Timeframe based upon course length of one marking period. Curriculum outlines 16 of 22/23 class periods. Additional periods will be spent on actual student chosen project(s) (ITEA Ch5, #8,9,10 & Ch6, #11).

Teaching Resources -

- <http://www.envisionprojects.org/cs/envision/print/docs/750>
- [www.digitalbooktalk.com](http://www.digitalbooktalk.com)
- <http://www.cse.emory.edu/cases/>
- [http://www.us.earn.org/professional\\_development/multimedia/envision/BIE\\_PBLplanningform.pdf](http://www.us.earn.org/professional_development/multimedia/envision/BIE_PBLplanningform.pdf)
- <http://www.NEXT.cc>
- <http://www.Instructables.com>
- <http://www.projectfoundry.org>
- <http://www.asee.org/>
- <http://www.udel.edu/inst/resources/index.html>
- <http://www.edutopia.org/stw-project-based-learning-best-practices>
- <http://www.edutopia.org/grade-level-6-8>
- <http://www.guerillaeducators.typepad.com/>
- <http://cioss.coas.oregonstate.edu/CIOSS/index.html>

Board approved: August 16, 2012

Middle Township School District  
**MTMS Curriculum**  
**NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade**

Content Area		Technology					
Standard		<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.					
Strand		<b>A. Technology Operations and Concepts</b>					
Content Statement		The use of technology and <u>digital tools</u> requires knowledge and appropriate use of <u>operations and related applications</u> .					
CPI # Timeframe *see below	Cumulative Progress Indicator (Objective/Benchmark)	Unit Key Learning & Essential Question(s)	LEQs	Activities	Assessment	Cross Curricular	Resources
8.1.8.A.1 1 week	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.	Word processing programs are used to create professional documents.  How can we use the advanced features of a word processing program to create professional documents?	1. How do/why would we create a newsletter? 2. How do/why would we create a personalized learning plan? 3. How do/why would we create a business letter? 4. How do/why would we create a flyer?	1. Create a newsletter for a club or activity 2. Create a personalized learning plan for one of the courses you are taking this year 3. Create a business letter with content relevant to a class, club or activity event 4. Create a flyer announcing a school/community event	Teacher observation of student process, independent practice, final product, feedback from discussions.	ELA, and possible others dependent upon content of project.	
8.1.8.A.2 1 week	Plan and create a simple database, define fields, input data, and produce a report using sort and query.	Databases are used to hold information and report it in specific manners.  How can we use a database to hold and report about research data?	1. How is a database used to organize information? 2. How is a database used to present information?	1. Investigate how database queries can be used to access specific information. 2. Creation of basic database. 3. Produce forms and reports within a database.	Teacher observation of student process, independent practice, feedback from discussions. Learning Log entries for reflective thinking.	Dependent upon content of database	<ul style="list-style-type: none"> <li>• <a href="http://www.scorecard.org/">http://www.scorecard.org/</a></li> <li>• <a href="http://www.twincities.com/dataplanet">http://www.twincities.com/dataplanet</a></li> <li>• <a href="http://earthtrends.wri.org/">http://earthtrends.wri.org/</a></li> <li>• <a href="#">Classrooms that EXCEL Resources</a></li> </ul>
8.1.8.A.3 2 weeks	Create a <u>multimedia presentation</u> including sound and images.	Multimedia presentations are digital tools that include sound and images to communicate information about a topic.	1. How can we use the multimedia features in PPT to create a "choose your own adventure"	1. Write a "Choose Your Own Adventure" story and use links in PP for audience to follow the options of 4 different	Student presentation and revision of slideshows (Rubric). Critique classmates and self-assess work in reflective learning	ELA – writing Visual & Performing Arts – Critique 21 <sup>st</sup> Century Life & Career Skills –	

Board approved: August 16, 2012

Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

		How can we incorporate sound and images into multimedia presentations to communicate information about a topic?	story? 2. How can we use "Photostory" to create a newscast?	paths. 2. Create a newscast with partner. Using pre-selected photos, write and record storylines, incorporate transitions and credits.	log. Teacher observation and student product. Reflection in Learning Log.	Collaboration, Teamwork and Leadership	
8.1.8.A.4 2 weeks	Generate a spreadsheet to calculate, graph, and present information.	Spreadsheets are used to store, organized, calculate, graph and present data. How can we solve problems and present information by entering data and formulas into spreadsheets?	1. How can a spreadsheet organize data? 2. How can a spreadsheet be used to analyze data? 3. How do we create graphs and charts to present spreadsheet data?	1. Input and organize data in a spreadsheet. 2. Analyze data by creating formulas. 3. Create and present charts.	Independent activities at the end of each lesson (formative for the unit, summative for the lesson). Learning log entries for reflective thinking. Performance assessment at end of unit.	Core Math– The Number System, Expressions and Equations  **Unit could be altered to included Earth Science and follow <a href="#">CAD 5.4.6.F.1 (See Below)</a>	
8.1.8.A.5 8 weeks	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.	Choosing the appropriate digital tools allows us to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. How do we select and use digital resources to create and communicate our knowledge?	What is the purpose of the project? What do I need to produce at the end of the project?	At the beginning of an activity for another lesson, students are allowed to choose the tools.	At the end of the project, a "tool" rubric is used to evaluate the choice.	*This should be incorporated into all technology units/lessons, at the 7 <sup>th</sup> and 8 <sup>th</sup> grade level, in the format of a class discussion. At 6 <sup>th</sup> grade, it can be included throughout course, with more teacher input, reasoning.	

<b>Strand</b>		<b>B. Creativity and Innovation</b>					
<b>Content Statement</b>		The use of <a href="#">digital tools</a> and <a href="#">media-rich resources</a> enhances creativity and the construction of knowledge.					
<b>CPI #</b> <b>Timeframe</b>	<b>Cumulative Progress Indicator (Objective/Benchmark)</b>	<b>Unit Key Learning &amp; Essential Question(s)</b>	<b>LEQs</b>	<b>Activities</b>	<b>Assessment</b>	<b>Cross Curricular</b>	<b>Resources</b>

Board approved: August 16, 2012



Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

<p>8.1.8.B.1 2 – 4 weeks</p>	<p>Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a <a href="#">shared hosted service</a>).</p>	<p>Digital tools provide opportunities for people to have new experiences</p>	<p>1. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? 2. What are the possible consequences of these decisions for individuals, groups, and societies?</p>	<p>1. Read local blogs and recent articles in the media to gain an understanding about various viewpoints regarding budget priorities. 2. Interview local officials and community members about the most important issues related to an upcoming budget vote.</p>	<p>Create a public service announcement to inform community members. Submit the video to the local television station for broadcasting or post on a shared hosted service.</p>	<p>Social Studies <a href="#">(6.3.8.C.1) – see below</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">YouTube</a></li> <li>• <a href="#">TeacherTube</a></li> <li>• <a href="#">Slideshare.net</a></li> <li>• <a href="#">Schooltube</a></li> <li>• <a href="#">Testtoob</a></li> <li>• <a href="#">Ad Council</a></li> <li>• <a href="#">PSA Production Process</a></li> <li>• <a href="#">www.en.wikipedia.org/wiki/Guernica_(painting)</a></li> <li>• <a href="#">www.pbs.org/treasureoftheworld/guernica/gmain.html</a></li> </ul>
		<p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p>	<p>1. Does art define culture or does culture define art? 2. What is old and what is new in any work of art? 3. How important is “new” in art?</p>	<p>1. Focus on ways that the creation of art is impacted by artistic styles, trends, movements and the social/political/historical context of the artist and their artwork. 2. Examine how artists communicate across social, historical, cultural, geographic, socio-economic, linguistic, and political boundaries. 3. Analyze the effect the arts can have on global society (e.g., the infusion of American hip-hop culture into non-western societies like those of Ghana or Japan).</p>	<p>Create a visual artwork that will be included in a <i>virtual art gallery</i> in celebration of art history month. The artwork must take a position on the recent ongoing ethnically driven conflicts (e.g., the <a href="#">genocide in Darfur</a> in western Sudan, or the Bosnian <a href="#">war in Bosnia and Herzegovina</a>).</p> <p>The “show” will be shared and discussed with a peer group of students in another country via electronic media. Stylistically, the artworks draw inspiration from the use of symbolism and allegory utilized in works such as: <a href="#">Picasso’s Guernica</a>; <a href="#">Judy Chicago &amp; Donald Woodman’s Holocaust Series</a>; <a href="#">Hale Woodruff’s The Mutiny Aboard the Amistad</a>, <a href="#">The Amistad Slaves on Trial at New Haven</a>, or <a href="#">The Return to Africa</a>; or <a href="#">Fernando Botero’s Abu Ghraib series</a>.</p>	<p>V/P Arts - History of the Arts and Culture <a href="#">(1.2.8.A.3) – see below</a>.</p>	<ul style="list-style-type: none"> <li>• <a href="#">www.throughtheflower.org/page.php?p=13&amp;n=2</a></li> <li>• <a href="#">www.amistadresearchcenter.org/amtimeline.htm</a></li> <li>• <a href="#">www.answers.com/topic/hale-woodruff</a></li> <li>• <a href="#">www.slate.com/id/2153674/slideshow/2153797/</a></li> <li>• <a href="#">http://www.youtube.com/watch?v=VoleMx-sxqQ</a></li> <li>• <a href="#">http://www.youtube.com/watch?v=VoleMx-sxqQ</a></li> </ul>
<p><b>Strand</b></p>		<p><b>C. Communication and Collaboration</b></p>					

Board approved: August 16, 2012

Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

Content Statement		<a href="#">Digital tools</a> and environments support the learning process and foster collaboration in solving local or global issues and problems.					
CPI # Timeframe	Cumulative Progress Indicator (Objective/Benchmark)	Unit Key Learning & Essential Question(s)	LEQs	Activities	Assessment	Cross Curricular	Resources
8.1.8.C.1 2 – 4 weeks	Participate in an <a href="#">online learning community</a> with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.	Digital tools allow for communication and collaboration anytime/anyplace worldwide.	<ol style="list-style-type: none"> <li>1. How can we listen open-mindedly to views contrary to one's own?</li> <li>2. What are the causes and effects of prejudice on individuals, groups, and society?</li> <li>3. What is the value of cultural diversity, and the potential for misunderstanding?</li> </ol>	<ol style="list-style-type: none"> <li>1. Gather background information about the topic of gender equality, child mortality or education and investigate various points of view, including those found in different cultures.</li> <li>2. Determine the degree to which these topics may be culturally sensitive prior to online communication.</li> </ol>	Participate in a school-based blog about a controversial educational issue as a means to develop effective communication skills and consensus building strategies.	Social Studies ( <a href="#">6.3.8.A.3</a> ) – see <a href="#">below</a>	<ul style="list-style-type: none"> <li>• <a href="#">Classroom20 Connecting Across Classrooms Epals</a></li> <li>• <a href="#">Flat Classrooms http://globaleducation.ning.com/</a></li> <li>• <a href="#">www.globalschoolnet.org</a></li> <li>• <a href="#">http://onlineproj4tchr.s.ning.com/</a></li> <li>• <a href="#">http://teachersconnecting.com/?q=node/34 Thinkquest</a></li> </ul>
		How has the use of digital tools improved opportunities for communication and collaboration?	<ol style="list-style-type: none"> <li>1. How do underlying structures unconsciously guide the creation of art works?</li> <li>2. Does art have boundaries?</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus on dances from around the world by connecting with students worldwide through Epals.com</li> <li>2. Compare dance traditions through interactive dialogue and by sharing videos of indigenous dances posted by students on the web and through other online video resources.</li> <li>3. Seek out expertise about world dance forms from professional dancers and musicians.</li> <li>4. Correspond with past participants of NYU Steinhardt's School of Dance education advanced dance</li> </ol>	<p>Collaborate with EPal peers to create a dance in the style of their indigenous dance form of the home country</p> <p>Working in small groups, create a modern dance to share with Epals that addresses global dimensions</p> <p>Perform both dances for a group of live and virtual (EPal) peers, and compare and contrast the two in an interactive web-based discussion.</p>	V/P Arts - The Creative Process – Dance ( <a href="#">1.1.8.A.3</a> ) – see <a href="#">below</a>	<p>Web-based conferencing tools:</p> <ul style="list-style-type: none"> <li>• <a href="#">Skype.com</a></li> <li>• <a href="#">illuminate.com dimdim.com</a></li> <li>• <a href="#">openacircle.com</a></li> <li>• <a href="#">yugma.com</a></li> </ul> <p>Understanding video conferencing:</p> <ul style="list-style-type: none"> <li>• <a href="#">http://www.edutopia.org/youtube-educational-videos-classroom</a></li> </ul> <p>Social Studies Sources:</p> <ul style="list-style-type: none"> <li>• <a href="#">International Debate Education Association (IDEA)</a></li> </ul>

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Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

				<p>practicum in Kampala, Uganda on global perspectives related to dance.</p> <p>5. Discuss the origins and traditions behind the dances of each home country through EPal and/or other web-based threaded conversations</p>			<ul style="list-style-type: none"> <li>• <a href="#">SEEdebate</a></li> <li>• <a href="#">Deliberating in Democracy</a></li> <li>• <a href="#">Voices of Youth</a></li> <li>• <a href="#">Taking it Global</a></li> </ul> <p>V/P Art Sources:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.epals.com/search/SearchResults.aspx?q=dance&amp;g=53&amp;PageIndex=1">http://www.epals.com/search/SearchResults.aspx?q=dance&amp;g=53&amp;PageIndex=1</a></li> <li>• <a href="http://video.google.com/videosearch?q=Israeli+Folk+dance&amp;rls=com.microsoft:en-us&amp;oe=UTF-8&amp;um=1&amp;ie=UTF-8&amp;ei=msfpStOICoq7IAe25-H_BA&amp;sa=X&amp;oi=video_result_group&amp;ct=title&amp;resnum=9&amp;ved=0CCoQqwQwCA#">http://video.google.com/videosearch?q=Israeli+Folk+dance&amp;rls=com.microsoft:en-us&amp;oe=UTF-8&amp;um=1&amp;ie=UTF-8&amp;ei=msfpStOICoq7IAe25-H_BA&amp;sa=X&amp;oi=video_result_group&amp;ct=title&amp;resnum=9&amp;ved=0CCoQqwQwCA#</a></li> <li>• <a href="http://www.katbkay.com/Dance/pagehistory.htm">http://www.katbkay.com/Dance/pagehistory.htm</a></li> <li>• <a href="http://www.katbkay.com/Dance/pagehistory.htm">http://www.katbkay.com/Dance/pagehistory.htm</a></li> <li>• <a href="http://video.google.com/videosearch?q=Bulgarian+dance&amp;rls=com.microsoft:en-us&amp;oe=UTF-8&amp;um=1&amp;ie=UTF-8&amp;ei=7cjpSrjdOlu2IAf31IyABQ&amp;sa=X&amp;oi=video_result_group&amp;ct=title&amp;resnum=1&amp;ved=0CBEQqwQwAA#">http://video.google.com/videosearch?q=Bulgarian+dance&amp;rls=com.microsoft:en-us&amp;oe=UTF-8&amp;um=1&amp;ie=UTF-8&amp;ei=7cjpSrjdOlu2IAf31IyABQ&amp;sa=X&amp;oi=video_result_group&amp;ct=title&amp;resnum=1&amp;ved=0CBEQqwQwAA#</a></li> <li>• <a href="http://www.eliznik.or">http://www.eliznik.or</a></li> </ul>
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Board approved: August 16, 2012

Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

							<a href="http://www.uk/Bulgaria/dance/index.htm">g.uk/Bulgaria/dance/index.htm</a> <ul style="list-style-type: none"> <li>• <a href="http://www.ehow.com/video_4936702_southern-bulgarian-folk-dance.html">http://www.ehow.com/video_4936702_southern-bulgarian-folk-dance.html</a></li> <li>• <a href="http://video.google.com/videosearch?q=Ugandan+dance&amp;rls=com.microsoft:en-us&amp;oe=UTF-8&amp;um=1&amp;ie=UTF-8&amp;ei=k8rpSvndC4OwIAefjNT_BA&amp;sa=X&amp;oi=video_result_group&amp;ct=title&amp;resnum=1&amp;ved=0CBEQwQwAA#">http://video.google.com/videosearch?q=Ugandan+dance&amp;rls=com.microsoft:en-us&amp;oe=UTF-8&amp;um=1&amp;ie=UTF-8&amp;ei=k8rpSvndC4OwIAefjNT_BA&amp;sa=X&amp;oi=video_result_group&amp;ct=title&amp;resnum=1&amp;ved=0CBEQwQwAA#</a></li> <li>• <a href="http://steinhardt.nyu.edu/study_abroad/programs/Dance_Uganda">http://steinhardt.nyu.edu/study_abroad/programs/Dance_Uganda</a></li> <li>• <a href="http://steinhardt.nyu.edu/photo_essays/uganda">http://steinhardt.nyu.edu/photo_essays/uganda</a></li> </ul>
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<b>Strand</b>		<b>D. Digital Citizenship</b>					
<b>Content Statement</b>		Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.					
<b>CPI #</b> Timeframe	<b>Cumulative Progress Indicator (Objective/Benchmark)</b>	<b>Unit Key Learning &amp; Essential Question(s)</b>	<b>LEQs</b>	<b>Activities</b>	<b>Assessment</b>	<b>Cross Curricular</b>	<b>Resources</b>
8.1.8.D.1 3 weeks	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.	Technology use can have positive or negative impact on both users and those affected by their use.	1. How can we practice safe, ethical and secure behaviors online? 2. How can we avoid and prevent cyber bullying?	Watch various videos, discussing the topics.	Learning Log entries, online quiz, class discussions, and teacher observations throughout course.	ELA	<a href="#">Netsmartz Cybertreehouse</a> <a href="#">Cybersmart Cyberethics for Kids</a> <a href="#">Digizen</a> Brainpop Nsteens.org

Board approved: August 16, 2012

Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

8.1.8.D.2 2 weeks	Summarize the application of fair use and Creative Commons guidelines.	What are an individual's responsibilities for using technology? What constitutes misuse and how can it best be prevented? How can we practice appropriate digital citizenship?	How can we apply the laws of fair use and Creative Commons?	Watch creative commons video.  Read online article about fair use.  Review and compare licensing and use policies on photo sharing websites.	Learning log entry. Online quiz. Create a presentation demonstrating fair use and CC.	ELA, Social Studies, V/P Arts	<a href="http://CreativeCommons.org">CreativeCommons.org</a> <a href="http://www.copyrightkids.org">www.copyrightkids.org</a> <a href="http://Media Education Lab">Media Education Lab</a> <a href="http://Curriki">Curriki</a> <a href="http://Teacher Tap">Teacher Tap</a> <a href="http://Morgue File">Morgue File</a>
8.1.8.D.3 1 weeks	Demonstrate how information on a <a href="#">controversial issue</a> may be biased.		1. How can we be sure the information on the internet is reliable? 2. How might information on a controversial issue be biased?	Student pairs evaluate website based upon Common Sense Media's "Test Before you Trust."  Discuss how bias and reliability can be connected.	"Test" worksheet. Teacher observation during discussions. Learning Log entry.		

<b>Strand</b>	<b>E. Research and Information Literacy</b>
<b>Content Statement</b>	Effective use of <u>digital tools</u> assists in gathering and managing information.

CPI # Timeframe	Cumulative Progress Indicator (Objective/Benchmark)	Unit Key Learning & Essential Question(s)	LEQs	Activities	Assessment	Cross Curricular	Resources
8.1.8.E.1 Data Collect – 6 weeks Production – 2 weeks	Gather and analyze findings using <a href="#">data collection technology</a> to produce a possible solution for a content-related or real-world problem.	Information is spread worldwide within seconds due to technological advancements and has an immediate impact.  Why is the evaluation and appropriate use of accurate information more important than ever in the technological age?	1. How do we evaluate the accuracy of data? 2. What digital tools can we use to record data? 3. What is the best way to analyze our findings? 4. How can we use our analysis to present an argument or solution to an issue/problem?	Determine real time air quality several cities around the world.  Use digital tools to record this information over a period of time.  Analyze findings and determine the best time to participate in outside activities.	Data records Presentation of findings	Science, Math, Geography	<a href="http://Google Maps">Google Maps</a> Airnow.gov Yahoo Cities AQI

Board approved: August 16, 2012

Middle Township School District  
**MTMS Curriculum**  
**NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade**

Strand		F. Critical Thinking, Problem Solving, and Decision-Making					
Content Statement		Information accessed through the use of <a href="#">digital tools</a> assists in generating solutions and making decisions.					
CPI # Timeframe	Cumulative Progress Indicator (Objective/Benchmark)	Unit Key Learning & Essential Question(s)	LEQs	Activities	Assessment	Cross Curricular	Resources
8.1.8.F.1 2 – 4 weeks	Use an <a href="#">electronic authoring tool</a> in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.	Selection of technology should be based on personal and/or career needs assessment. A tool is only as good as the person using it.  How do I choose which technological tools to use and when it is appropriate to use them? How can I transfer what I know to new technological situations/experiences?	1. How can we use technology to connect with “peers” from other countries? 2. What similarities and differences do we have with middle school students around the world in regard to opinions about pop culture and global issues topics?	Participate in an online discussion with students from other countries (topic - the five most influential contemporary figures in a particular area of interest (e.g., sports figure, musician, actor, politician, etc.))  Work collaboratively with students from other countries to select a recent event that has had a global impact.	Create an electronic poster using an application such as <a href="http://edu.glogster.com">http://edu.glogster.com</a> / to illustrate the different viewpoints.	ELA, Social Studies	<ul style="list-style-type: none"> <li>• <a href="#">Epals</a></li> <li>• <a href="#">Class Blogmeister www.blogspot.com</a></li> <li>• <a href="#">www.wikispaces.com</a></li> <li>• <a href="#">www.pbwiki.com</a></li> <li>• <a href="#">www.skype.com</a></li> </ul>

\*Timeframe based upon course length of one marking period. Units of study to be covered dependent upon grade level and previous coursework completed. Some units will overlap during course.

Strand	6	7	8
A	M	R	R
B	I	D	M
C	I	D	M
D	M	R	R
E	I	D	M
F	I	D	M

I=Introduce, D=Develop, M=Master, R=Review/Reinforce

Board approved: August 16, 2012

Middle Township School District  
MTMS Curriculum  
NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

**Glossary:**

**Basic technology terms for preschool:** Examples digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer.

**Controversial issue:** For example, global warming, scarcity of water, alternative energy sources, election campaigns.

**Current and emerging technology resources:** For example, cell phones, GPS, online communities using wikis, blogs, vlogs, and/or Nings.

**Data-collection technology:** For example, probes, handheld devices, and geographic mapping systems.

**Digital learning game:** For example, Alice, Lively.

**Developmentally appropriate:** Students' developmental levels prescribe the learning environment and activities that are used.

**Digital tools for grade 2:** For example, computers, digital cameras, software..

**Digital tools for grades 4, 8, and 12:** For example, computers, digital cameras, probing devices, software, cell phones, GPS, online communities, VOIP, and virtual conferences.

**Electronic authoring tools:** Software that facilitates online book development (e.g., multimedia electronic book).

**Mapping tools:** For example, Google earth, Yahoo maps, and Google maps.

**Media-rich:** Multiple forms of digital applications in one product (e.g., graphic design, word processing, and spreadsheet).

**Multimedia presentation:** For example, movie, podcast, vlog.

**Online discussion:** UNICEF, Oracle, i-Earn, blogs, wikis.

**Online learning community:** For example, i-Earn, Ning, blogs, wikis, Second Life.

**Operations and related applications:** For example, saving a word processing file to a network drive, printing a spreadsheet.

**Reverse engineer:** To isolate the components of a completed system.

**Shared hosted services:** For example, podcasts, videos, or vlogs.

**Technologies:** Medical, agricultural, and related biotechnologies, energy and power technologies, information and communications technologies, transportation technologies, manufacturing technologies, and construction technologies.

**Virtual environments:** For example, games, simulations, websites, blogs.

**Web-based publication:** For example, web pages, wikis, blogs, ezines.

Board approved: August 16, 2012

Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

<p><b>Standard 5.4 Earth System Science:</b> The Earth operates as a set of complex and dynamic interconnected systems, and is a part of the all encompassing system of the Universe.</p>		<p><b>By the end of Grade 6</b></p>
<p><b>Strand F. Weather and Climate:</b> Earth’s weather and climate system are the result of complex interactions between land, ocean, ice and atmosphere.</p>		
<p><b>Essential Questions</b></p>	<p><b>Enduring Understandings</b></p>	
<p>How do changes in one part of an Earth system affect other parts of the system?</p>	<p>Earth’s components form systems. These systems continually interact at different rates of time, affecting the Earth regionally and globally.</p>	
<p><b>Content and Cumulative Progress Indicators</b></p>	<p><b>Instructional Guidance</b></p>	
<p><b>Content</b></p> <p>Weather is the result of short-term variations in temperature, humidity, and air pressure.</p>	<p><b>Instructional Guidance</b></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> <li>• Using thermometers, psychrometers, and other weather instruments, collect data and observations of daily weather. Identify relationships among variables and identify any changes that may be related to the passing of air masses. Use digital technology to record the data then compare their observations with students in other schools.</li> <li>• Compare the above weather data to real-time data found on a website, such as NOAA Weather. List the possible reasons why there may be differences in the data collected locally and that found on the website.</li> <li>• Using the data collected above and a real-time satellite image of either New Jersey or the Northeast region, forecast when the weather might be expected to change. Support the forecast with data and observations.</li> </ul>	
<p><b>CPI</b></p> <p><b>5.4.6.F.1</b>                  Explain the interrelationships between daily temperature, air pressure, and relative humidity</p>	<p><b>Sample Assessments</b></p> <p><i>To show evidence of meeting this CPI, students may answer the following questions:</i></p> <ol style="list-style-type: none"> <li>1. Meteorologists on the Weather Channel often talk about high pressure systems and low pressure systems as they begin to explain their forecast. What would you predict will happen to your observations before and while a low pressure system is moving across</li> </ol>	

Board approved: August 16, 2012



Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

data.

NJ?

2. Hurricanes moving up the east coast of the United States are often “blocked” by high pressure systems. Explain how this is possible.

**Resources**

- National Science Digital Library, Science Digital Literacy Maps  
The Physical Setting: Weather and Climate  
<http://strandmaps.nsd.org/?id=SMS-MAP-1698>
- NSDL Collection K-12 Short Cuts: Middle School  
[http://nsdl.org/resources\\_for/k12\\_teachers/middle-school.php](http://nsdl.org/resources_for/k12_teachers/middle-school.php)
- *Science Curriculum Topic Study*  
Weather and Climate, p.191

Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

<p><b>Standard 6.3 Active Citizenship in the 21st Century:</b> 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.</p>		<p><b>By the end of Grade 8</b></p>
<p><b>Strand C. Economics, Innovation, and Technology</b></p>		
<p><b>Essential Questions</b></p>		<p><b>Enduring Understandings</b></p>
<p>How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</p>		<p>Active Citizens make informed and reasoned economic decisions and accept responsibility for the consequences of their actions and/or inactions.</p>
<p><b>Content and Cumulative Progress Indicators (CPIs)</b></p>		<p><b>Classroom Applications</b></p>
<p><b>Content</b></p> <p>Understanding democratic values and processes</p> <p><b>CPI</b></p> <p><b>6.3.8.C.1</b></p> <p>Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.</p>		<p><b>Instructional Guidance</b></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> <li>• Read local blogs and recent articles in the media to gain an understanding about various viewpoints regarding budget priorities.</li> </ul> <p><b>Sample Assessments</b></p> <p><i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <p>Interview local officials and community members about the most important issues related to an upcoming budget vote. Work in small groups to create a public service announcement to inform community members. Submit video to the local television station for broadcasting.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Ad Council</a> provides examples of public service announcements.</li> <li>• <a href="#">PSA Production Process</a> provides steps for creating a Public Service Announcement.</li> </ul>

Board approved: August 16, 2012

Middle Township School District  
MTMS Curriculum  
NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

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Board approved: August 16, 2012

Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

<p><b>Standard 1.2 History of the Arts and Culture: All students will understand the role of, development, and influence of the arts throughout history and across cultures.</b></p>		<p><b>Grade Clusters: 6-8</b></p>
<p><b>Strand A: History of the Arts and Culture</b></p>		
<p><b>Essential Questions</b></p>		<p><b>Enduring Understandings</b></p>
<p>Does art define culture or does culture define art?</p> <p>What is old and what is new in any work of art?</p> <p>How important is “new” in art?</p>		<p>Culture affects self-expression, whether we realize it or not.</p> <p>Every artist has a style; every artistic period has a style.</p>
<p><b>Content and Cumulative Progress Indicators (CPIs)</b></p>		<p><b>Classroom Applications</b></p>
<p><b><u>Content</u></b></p> <p>The arts reflect cultural morays and personal aesthetics throughout the ages.</p>		<p><b><u>Instructional Guidance</u></b> <i>To assist in meeting this CPI, students may:</i></p> <ol style="list-style-type: none"> <li>1. Focus on ways that the creation of art is impacted by artistic styles, trends, movements and the social/political/historical context of the artist and their artwork.</li> <li>2. Examine how artists communicate across social, historical, cultural, geographic, socio-economic, linguistic, and political boundaries.</li> <li>3. Analyze the effect the arts can have on global society (e.g., the infusion of American hip-hop culture into non-western societies like those of Ghana or Japan).</li> </ol>
<p><b><u>CPI</u></b> 1. 2.8.A.3 Analyze the social, historical and political impact of artists on culture and the impact of culture on the arts.</p>		<p><b><u>Sample Assessments</u></b> <i>To show evidence of meeting this CPI, students may complete the following performance assessment:</i></p> <p>Create a visual artwork that will be included in a <i>virtual art gallery</i> in</p>

Board approved: August 16, 2012

Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

celebration of art history month. The artwork must take a position on the recent ongoing ethnically driven conflicts (e.g., the [genocide in Darfur](#) in western Sudan, or the Bosnian [war in Bosnia and Herzegovina](#)).

The “show” will be shared and discussed with a peer group of students in another country via electronic media. Stylistically, the artworks draw inspiration from the use of symbolism and allegory utilized in works such as: [Picasso’s Guernica](#); [Judy Chicago & Donald Woodman’s Holocaust Series](#); [Hale Woodruff’s The Mutiny Aboard the Amistad, The Amistad Slaves on Trial at New Haven, or The Return to Africa](#); or [Fernando Botero’s Abu Ghraib series](#).

**Resources**

- [www.en.wikipedia.org/wiki/Guernica](http://www.en.wikipedia.org/wiki/Guernica) (painting)
- [www.pbs.org/treasuresoftheworld/guernica/gmain.html](http://www.pbs.org/treasuresoftheworld/guernica/gmain.html)
- [www.throughtheflower.org/page.php?p=13&n=2](http://www.throughtheflower.org/page.php?p=13&n=2)
- [www.amistadresearchcenter.org/amtimeline.htm](http://www.amistadresearchcenter.org/amtimeline.htm)
- [www.answers.com/topic/hale-woodruff](http://www.answers.com/topic/hale-woodruff)
- [www.slate.com/id/2153674/slideshow/2153797/](http://www.slate.com/id/2153674/slideshow/2153797/)
- <http://www.youtube.com/watch?v=VoleMx-sxqQ>
- <http://www.youtube.com/watch?v=VoleMx-sxqQ>

<b><u>Content</u></b>	<b><u>Instructional Guidance</u></b>
Listening open-mindedly to views contrary to one’s own	<p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> <li>• Gather background information about the topic of gender equality, child mortality or education and investigate various points of view, including those found in different cultures.</li> </ul>
Recognizing the causes and effects	<ul style="list-style-type: none"> <li>• Determine the degree to which these topics may be culturally sensitive prior to online communication.</li> </ul>

Board approved: August 16, 2012

Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

of prejudice on individuals, groups, and society

Recognizing the value of cultural diversity, as well as the potential for misunderstanding

**CPI**

**6.3.8.A.3**

Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

- Participate in a school-based blog about a controversial educational issue as a means to develop effective communication skills and consensus building strategies.

**Resources**

- [International Debate Education Association](#) (IDEA) develops, organizes and promotes debate and debate-related activities in communities throughout the world.
- [SEEd Debate](#) is an online current events discussion site. Students ranging from grades 5 - 12 participate in engaging online discussion with their peers surrounding diverse news articles from around the world.
- [Deliberating in Democracy](#) enables students to discuss important topics with other students from places such as Azerbaijan, Czech Republic, Estonia, Lithuania, Republic of Macedonia, Romania, Russia, Serbia and Ukraine.
- [Voices of Youth](#) is a free, collaborative space where students can explore and discuss issues related to human rights and social change.
- [Taking it Global](#) provides an online community for youth interested in global issues and making positive change.

**CPI**

**1.1.8.A.1**

Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.

**CPI**

**Sample Assessments**

*To show evidence of meeting these CPIs, students may complete the following performance assessment:*

Collaborate with EPal peers to create a dance in the style of the indigenous dance form of the home country (e.g., Israeli folk, Bulgarian folk, Ugandan dance).

Working in small groups, create a modern dance to share with Epals that addresses global dimensions, such as global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, values, perceptions or sustainable development. Perform both

Middle Township School District

MTMS Curriculum

NJCCCS 8.1 Educational Technology – 6<sup>th</sup> – 8<sup>th</sup> Grade

dances for a group of live and virtual (EPal) peers, and compare and contrast the two in an interactive web-based discussion.

**1.1.8.A.3**

Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).

**Resources**

- <http://www.epals.com/search/SearchResults.aspx?q=dance&g=53&PageIndex=1>
- [http://video.google.com/videosearch?q=Israeli+Folk+dance&rls=com.microsoft:en-us&oe=UTF-8&um=1&ie=UTF-8&ei=msfpStOICoq7lAe25-H\\_BA&sa=X&oi=video\\_result\\_group&ct=title&resnum=9&ved=0CCoQqwQwCA#](http://video.google.com/videosearch?q=Israeli+Folk+dance&rls=com.microsoft:en-us&oe=UTF-8&um=1&ie=UTF-8&ei=msfpStOICoq7lAe25-H_BA&sa=X&oi=video_result_group&ct=title&resnum=9&ved=0CCoQqwQwCA#)
- <http://www.katbkay.com/Dance/pagehistory.htm>
- <http://www.katbkay.com/Dance/pagehistory.htm>
- [http://video.google.com/videosearch?q=Bulgarian+dance&rls=com.microsoft:en-us&oe=UTF-8&um=1&ie=UTF-8&ei=7cjpSrjdOIu2lAf31IyABQ&sa=X&oi=video\\_result\\_group&ct=title&resnum=1&ved=0CBEQqwQwAA#](http://video.google.com/videosearch?q=Bulgarian+dance&rls=com.microsoft:en-us&oe=UTF-8&um=1&ie=UTF-8&ei=7cjpSrjdOIu2lAf31IyABQ&sa=X&oi=video_result_group&ct=title&resnum=1&ved=0CBEQqwQwAA#)
- <http://www.eliznik.org.uk/Bulgaria/dance/index.htm>
- [http://www.ehow.com/video\\_4936702\\_southern-bulgarian-folk-dance.html](http://www.ehow.com/video_4936702_southern-bulgarian-folk-dance.html)
- [http://video.google.com/videosearch?q=Ugandan+dance&rls=com.microsoft:en-us&oe=UTF-8&um=1&ie=UTF-8&ei=k8rpSvndC4OwlAefjNT\\_BA&sa=X&oi=video\\_result\\_group&ct=title&resnum=1&ved=0CBEQqwQwAA#](http://video.google.com/videosearch?q=Ugandan+dance&rls=com.microsoft:en-us&oe=UTF-8&um=1&ie=UTF-8&ei=k8rpSvndC4OwlAefjNT_BA&sa=X&oi=video_result_group&ct=title&resnum=1&ved=0CBEQqwQwAA#)
- [http://steinhardt.nyu.edu/study\\_abroad/programs/Dance\\_Uganda](http://steinhardt.nyu.edu/study_abroad/programs/Dance_Uganda)
- [http://steinhardt.nyu.edu/photo\\_essays/uganda](http://steinhardt.nyu.edu/photo_essays/uganda)