Unit 4: Creative Nonfiction

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Creative Writing: Grade 8

Unit 4: Creative Non-Fiction

Belleville Board of Education

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Unit Overview

Creative nonfiction begins with facts-what actually is or was, or what actually is happening or has happened. It is then described and discussed in a creative way. This issue-based unit asks students to read about and think abstractly about societal issues and the concrete problems these issues generate. After brainstorming about social conflicts and their associated problems, students will select the most viable topic that interests them and perform Web research to become experts on their issue to develop a strong stance. These issues can be vetted from, but not limited to: Scope Magazine, conflicts from novels, the news, science or social studies topics. Students will collect evidence that supports their stance and deliver their message through the genre of creative non-fiction. Author's purpose may be to either: raise awareness; to present a solution to a problem; to get the audience to see the issue from the writer's perspective. The unit ends with one polished piece added to the portfolio.

Enduring Understanding

- Effective and persuasive writing have the power to change people's minds and spur them to action.
- Discovering the best topic, argument, and structure for a writing task requires exploration and experimentation (brainstorming, discussion, drafting).
- A balance of logos, ethos, and pathos,
- Opinions must be supported with substantive evidence to be persuasive.
- Research requires selecting credible sources, sifting information to find the most effective evidence, and fluidly incorporating that evidence into the piece.
- The intended audience influences the tone of a writing piece.
- Engaging in all steps of the writing process increases clarity and complexity.
- Reflecting on the writing process helps writers improve the quality of their thinking and writing.

Essential Questions

- How do we make our voices heard in a democratic society to create change?

- How does an effective persuasive piece balance logos, ethos, and pathos?
- How can we deliver important, nonfiction information in a creative, engaging way?

Exit Skills

- Read creative nonfiction with attention to author's craft
- Form opinions about societal issues
- Use logos,pathos, or ethos appropriately to effect reader response
- Narrow topic to conduct research
- Consistently write in journals to reflect on chosen topics
- Add audio to a presentation
- Add images to a magazine article layout.
- Present nonfiction through a narrative

New Jersey Student Learning Standards (NJSLS-S)

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Interdisciplinary Connections

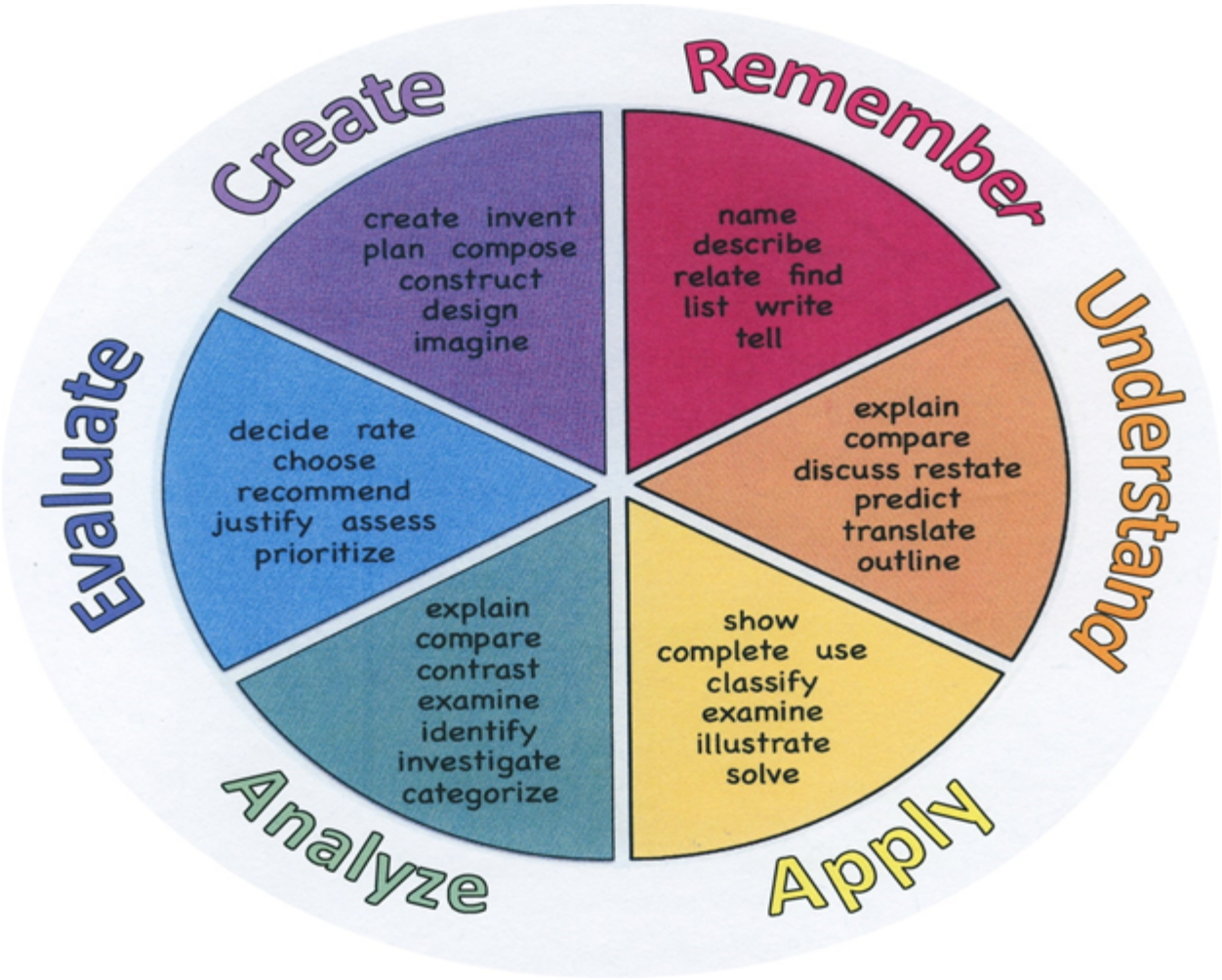
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Learning Objectives

- Read, annotate, and discuss various issues plaguing society
- Form opinions about these issues using research
- Analyze magazine articles for format and writing style
- Discuss the use of such magazine features as subheadings, charts, graphs, maps, photos with captions, defined vocabulary, quotes and interviews, etc.
- Record observations, opinions, and annotations in journals, daily
- Distinguish the purpose behind rhetorcal appeals: ethos, logos, & pathos
- Apply rhetorical appeals to a nonfiction narrative
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Some "print" suggestions:

- magazine article (with titles, subsections & pictures)
- personal essay
- a letter
- a poem
- a story
- a news article
    - Articles in "Reader's Digest" were used
- and any other possible, creative way to get the writer's message out to the reader

Some multi-media suggestions:

- media presentation with a script and audio that targets a specific audience.
- Essays
    - A specific example is using this website https://www.salon.com/2015/12/31/what_a_horrible_mother_how_a_call_from_a_good_samaritan_derailed_these_mothers_lives/ which lists personal experiences and narratives about how a mom left her children in the car for a few minutes and was arested. Students can debate this topic, further research it and then compose their own creative non-fiction writing about this topic.
- TED-talk
- prezi
- speech
- create a you tube video or commercial
- *media presentations or talks must have a written script to add to the portfolio

Interviewing a family relative or friend is also another practice that can be used.

- A specific example of how an interview can be used would be as follows: Students interview a family member and then compose a writing piece about this person to showcase their talents, abilities, etc.

The narrative genre of the article will be student choice. Author's purpose may be to either: raise awareness; to present a solution; to get the audience to see the issue from the writer's perspective. The unit ends with one polished piece added to the portfolio.

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- Exit ticket example - List one thing you learned today and one thing you want the teacher to review tomorrow (formative assessment)
- KWL chart used for introduction to short story to continue to develop narrative elements (formative assessment)
- Annotate Reader's Digest articles with a peer to ensure you understand various paragraphs, sections, themes and message (alternative assessment)
- Write and publish an origina piece of creative nonfiction (summative assessment)

- Create a creative nonfiction graphic essay using a current event (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Personal novels
- Excerpts based on student choice
- Anthology
- Progress Books
- Teacher resources
- Scope
- SmartBoard
- Laptops

Ancillary Resources

- Scholastic Scope
- NEWSELA
- Common Lit
- Novels that are in district

Technology Infusion

A specific example of technology infusion would be using Google Classroom to write a creative non-fiction piece of writing. Students can also be responsible for their own prompt and there are several questions that can be pulled from the first section of this curriculum guide. Another example occurs when students are researching various short stories on the Internet for inspiration.

- All students will also be equipped with a Chrome book and Google Suites.
- Microsoft word
- google docs
- edmodo
- blogs
- discussion boards
- powerpoint
- ted talks
- podcasts

- prezi
- New York Times often run writing contests for teens
- Smithsonian Tween Tribune

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
TECH.8.1.8	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.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.

TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.8	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.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments

- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw - A specific example would be allowing students to pick their own research topics from a teacher generated list (teacher should make this based on the students' interests) and allowing groups to jigsaw some facts about their topics to allow others to know what that topic entails.
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share - After the jigsaw lesson described above, students can think- pair- and share their ideas about all the topics picked/shared
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

A specific example would be having student working with an assigned partner in order to define key words as

they are used in the narrative examples used to help identify imagery and other aspects of the writing process.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

The writing process is used heavily within this course. Students that are struggling should be checked for understanding about what areas of the process they are struggling with using BME outlines, graphic organizers and assessing their prior skills

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

The writing process is used heavily within this course. Students that are struggling should be checked for understanding about what areas of the process they are struggling with using BME outlines, graphic organizers and assessing their prior skills.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

A specific example would be completing a non-fiction creative wriitng piece using one of the prompts listed above without the use of a graphic organizer for writing assistance. In addition, the length of the narrative can vary so that students can challenge themselves with their writing abilities. Students will also be challenged to find their own narrative on line sources for inspiration.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Creative Nonfiction

NJSLS: See attached

Interdisciplinary Connection: TEC.6-8.3, TEC.6-8.5, TEC.6-8.7, TEC.6-8.8

Statement of Objective: SWBAT research a problem plaguing society ; SWBAT create a powerpoint in which

a solution is pitched

Anticipatory Set/Do Now: List as many problems you believe your generation is facing today.

Learning Activity:

- Discuss Do Now
- Question description
    - You have a great idea for changing the world through media!

But you need money and resources to develop it. You could go to your rich uncle or your parents for the cash and try to make it happen on your own, or you could look for someone to fund and produce your idea for you.

So you do some research, and you find the right people to make this project a reality. You contact them, tell them a little about your idea, and they like it. Just like that, you are invited to show them more. You will have only 5 minutes to pitch your idea to their development team.

This is your big moment, your chance to show your stuff, so here's the windup...and the pitch. Here's your assignment:

Create a PowerPoint presentation with 5 slides and a script to be delivered with each slide. [NOTE: 5 minutes of speaking is about 500 words (or 100 words or fewer per slide.)]

> Slide 1: The HOOK. Tell what you are planning and why. Capture the minds and hearts of the investors with something dramatic and compelling. Preview the rest of the presentation.
>
> Slide 2: Your first reason. Explain why they should invest in you. What is your story? Why do you want to do this project?
>
> Slide 3: Your second reason. Explain why they should invest in the project. How is this project going to make a difference to others?
>
> Slide 4: Your third reason. Save the best for last. Describe or show the possibilities of the project. Tell about your vision for the project and what it could do in the future.
>
> Slide 5: The CLINCHER: End with a bang. This slide should really wow them. Review the important points of the presentation.

Choose an image, diagram, photo, drawing, or illustration for each slide. Make sure that in your script you somehow connect to that image. Well-chosen images are very important. (Since this assignment will not be formally published, you do not need to cite your image sources.)

When you think you are done, revise your slides and script to add figurative language and transitions that will keep your audience interested and oriented. Check your language for conciseness and word choices. With only five minutes, you have no time to waste.

Don’t forget to edit your document using the checklists below for editing (these PowerPoint presentations also reside in the Resources section of the course).

- Writing Process Checklist
- Capitalization Concerns (Text Version)
- Comma Sense (Text Version)
- Proper Punctuation (Text Version)
- Grammar Goofs (Text Version)
- Spelling Snafus (Text Version)
- Superior Sentences (Text Version)

Publish your pitch to the Discussion: Here’s the Pitch link in one of 3 ways:

1. Post the PowerPoint and script OR
2. Post the PowerPoint and script with an audio recording of you delivering the pitch OR
3. Post the PowerPoint and script with a video recording of you delivering your pitch

Read/listen/view at least 1 of your peers’ pitches and respond following the 4 P's of peer critique:

- Praise what is working.
- Probe what you don’t understand.
- Propose improvements with tact.
- And above all be POSITIVE.

Student Assessment/CFU's:

- Fist-to-Five
- Teacher observation checklist
- Outline

Materials:

- Laptops
- notebooks
- USB drives

21st Century Themes and Skills:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Creativity and innovation
- Critical Thinking and Problem Solving

Differentiation/Modifications:

- Use multiple analogies and examples
- Varied level texts
- Require shortened assignments

Integration of Technology:

- laptops
- Smartboard
- Edmodo discussion board if possible
- "Discussion: Heres the Pitch." *SOLUTION:*. N.p., 17 Mar. 2016. Web. 08 Aug. 2016.