# Unit 6: Taking Action

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## Unit 6: Taking Action

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Sixth Grade English Language Learners (ELL)

# Unit 6: Taking Action

**Belleville Board of Education**

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## Unit Overview

"Wonders for English Learners offers instruction specifically designed to create learning experiences that inspire confidence, increase student engagement, and build language skills. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. All instruction connects with core Wonders content, providing a seamless pathway for students to access content at their proficiency level, build understanding, and engage in the core classroom."

In Unit Six, ELLs will examine the importance of taking action. Topics covered in Unit Six include natural resources, historical events, scientific investigation, extraordinary finds, and taking a break.

## Enduring Understandings

Week 1. Discuss how people use natural resources.

Week 2. Describe how we learn about historical events.

Week 3. Hypothesize how scientific investigations can lead to adventures.

Week 4. Identify details that describe what scientists have learned about ancient civilizations.

Week 5. Hypothesize why taking a break is important.

## Essential Questions

During Unit 6, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's BIG IDEA: "When is it important to take action?" Below, see how the BIG IDEA is explored through weekly "Concepts" and "Essential Questions" which form the basis for exploration and discussion throughout the week.

**Week 1:**

**Concept:** Taking Action

**Essential Question:** How have people used natural resources?

**Week 2:**

**Concept:** Taking Action

**Essential Question:** How do we learn about historical events?

**Week 3:**

**Concept:** Taking Action

**Essential Question:** How can a scientific investigation be an adventure?

**Week 4:**

**Concept:** Taking Action

**Essential Question:** What can scientists reveal about ancient civilizations?

**Week 5:**

**Concept:** Taking Action

**Essential Question:** Why is taking a break important?

## Exit Skills

By the end of this unit, ELLs will be able to:

- Identify the main idea and supporting details of a text
- Label the characteristics of expository text
- Ask and answer text-dependent questions
- Recognize the cause and effect text structure
- Label the characteristics of the narrative nonfiction genre
- Write an objective summary
- Write informative text
- Write an argument essay
- Know examples of adverbs
- Use negative words correctly
- Recognize the sequence text structure
- Use prepositions correctly
- Identify the characteristics of the lyric poetry and ode genres
- Analyze repetition and rhyme in a poem
- Discover figurative language in a text
- Take notes

## New Jersey Student Learning Standards (NJSLS)

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| LA.RL.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| LA.RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| LA.RL.6.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. |
| LA.RL.6.8 | (Not applicable to literature) |
| LA.RL.6.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| LA.RL.6.10 | By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. |
| LA.RI.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RI.6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| LA.RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| LA.RI.6.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| LA.RI.6.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| LA.RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| LA.RI.6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| LA.RI.6.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
| LA.RI.6.10 | By the end of the year read and comprehend literary nonfiction at grade level text- |

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| | complexity or above, with scaffolding as needed. |
| LA.W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.6.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LA.W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| LA.W.6.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| LA.W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| LA.W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| LA.W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.6.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.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. |
| LA.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. |
| LA.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). |
| LA.SL.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| LA.SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.6.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| LA.L.6.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

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| LA.L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Interdisciplinary Connections

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| 6-8.MS-ESS2-3.ESS2.B.1 | Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. |
| 6-8.MS-ESS3-3.ESS3.C.1 | Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. |
| 6-8.MS-ESS3-3.ESS3.C.2 | Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. |
| 6-8.MS-LS2-1.LS2.A.1 | Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. |
| 6-8.MS-LS2-1.LS2.A.2 | In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. |
| 6-8.MS-PS2-3 | Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. |
| 6-8.MS-PS2-2.7.1 | Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales. |
| SOC.6.2.8.B.4.f | Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. |
| SOC.6.2.8.C.2.a | Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. |
| SOC.6.2.8.D.1.c | Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. |

## Learning Objectives

- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
- Cite text evidence to support analysis of what the test says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
- Determine the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Explain the function of nouns, pronouns, verbs, adjectives, in general and their functions in particular sentences.
- Demonstrate the command of conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing comfortably from a range of strategies.
- Use common Greek and Latin affixes and roots as clues to the meaning of a word.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- Interpret figures of speech in context.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

audience.

- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

## Suggested Activities & Best Practices

Unit 6, Week 1

- Review Weekly Vocabulary - display the Visual Vocabulary Cards commodity, distribution, dominant, edible, impenetrable, ornate, replenished, and significant. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Have students sort the weekly vocabulary cards and more vocabulary words in their notebooks according to part of speech.
- Write About It - have partners work together to write 2-4 sentences describing a natural resource used as a fragrance. Describe how people produce the scent from a natural resource.

Unit 6, Week 2

- Review Weekly Vocabulary - display the Visual Vocabulary Cards agitate, crucial, futile, populous, presumed, smoldering, undiminished, and urgency. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Have partners create sentences using as many vocabulary words and more vocabulary words as they can in one sentence. Tell them to write the words in their notebooks.
- Write About It - have partners work together to write 2-4 sentences explaining other ways that people can learn about historic events.

Unit 6, Week 3

- Review Weekly Vocabulary - display the Visual Vocabulary Cards alternative, correspond, extract, foliage, hypothesis, protein, resilient, saturated. Have partners discuss the words and make up sentences using the sentence frames. Have partners use as many of the weekly vocabulary words and the more vocabulary words in a guessing game using the Visual Vocabulary Cards. Then have students write the words in their notebooks.
- Write About It - have partners work together to write 2-4 sentences explaining how Dr. Mignucci collaborated with other scientists, organizations, and even musicians to protect and care for marine life.

Unit 6, Week 4

- Review Weekly Vocabulary - display the Visual Vocabulary Cards embark, excavation, exquisite, intriguing, intrinsic, methodical, and meticulously. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words using the sentence frames.
- Write About It - have partners work together to write 2-4 sentences explaining why it is important to understand, preserve,

and learn about the photographs made by early Native Americans.

Unit 6, Week 5

- Review Weekly Vocabulary - display the Visual Vocabulary Cards horizon, incentive, recreation, and unfettered. Have partners discuss the pictures and words and use the sentence frames. Have partners sort the weekly vocabulary words and the More Vocabulary words by parts of speech. Then have them use each word in a sentence. Have students write the words in their notebooks.
- Write About It - have partners work together to write 2-4 sentences explaining how the poet uses images of wind to portray the theme of the importance of taking a break.

## Assessment Evidence - Checking for Understanding (CFU)

Unit Assessment:

- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Grammar
- Speaking
- Writing
- Option for Paper/Pencil and Digital Assessments

- 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

- Literature Anthology
- Reading/Writing Workshop
- ELD Visual Vocabulary Cards
- ELD Oral Language Cards
- Your Turn
- Interactive Read Alouds

- ELD  Companion Worktexts (Beginning, Intermediate, Advanced)

## Ancillary Resources

- Sound-Spelling Cards
- High-Frequency Cards
- Letter Cards
- Word Building Cards
- eBooks
- Differentiated Texts
- Leveled Readers
- Student Practice Worksheets

## Technology Infusion

- https://my.mheducation.com/login
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Weekly and Unit Video Clip Openers

## 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.

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| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. |
| 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.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. |

## 21st Century Skills/Interdisciplinary Themes

- 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

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

## Differentiation

- Leveled Readers
- Differentiated Text
- The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners
- Student Practice Worksheets

**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
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

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

- If children don't use descriptive words to talk about characters, plot or setting then review images from the story and have children describe what they see.
- If children use incorrect language when speaking about classroom work then provide different scenarios and model using the correct language for each.
- If children don't use academic language and lesson vocabulary in their writing then review academic language and lesson vocabulary in context.
- If children answer questions with one-word answers then repeat their answer using a complete sentence. Then have them try again.
- Special Education and Resource Room Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series.

- 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)

- Have children write a few sentences in response to the following prompt. Tell children you will ask them questions about what they wrote.

Week 1. Why are aromatic plants and gemstones natural resources, and how is preparing them and using them similar or different?

Week 2. How do we learn about historical events? Give two examples from the texts you read this week.

Week 3. Think about sharks and manatees. Which animal would you rather study and why?

Week 4. How can scientists learn about ancient civilizations? Give two examples from the texts you read this week.

Week 5. How can taking breaks from everyday life make someone feel? Give an example from the texts you read this week.

- Prove sentence frames.
- Have partners collaborate.
- Ask and and answer questions about this week's essential question for beginning, intermediate and advanced learners.
- ESL Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series. Furthermore, there are lessons designed to meet the needs of Beginning, Intermediate, and Advanced ESL students.

- 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

- Use online Reteaching lessons for vocabulary, comprehension and writing.
- Use the Language Development Cards for grammar and vocabulary.
- Use Foundational Skills Lesson Cards for phonological awareness, phonemic awareness, phonics, word recognition, structural analysis, and fluency.

- 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)

At the end of each unit:

- Use the paragraph children wrote in Write to Two Sources for evaluation.
- After children have finished their writing, meet with them one on one. After you've read their sentences or paragraphs, ask questions about what they wrote. You might ask them to expand on a fact or ideas they included or to explain why they included certain information.
- If advanced children are able to write and express ideas to meet a variety of academic task, they may be ready to move to on-level for some tasks.

- 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

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: