Unit 6-Physical Computing

Content Area: **Technology**
Course(s): **Computer Science Discoveries**
Time Period:
Length: **6 Weeks, Grade 8**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Computer Science Discoveries, Grade 8

Physical Computing

Belleville Board of Education

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Unit Overview

In the Physical Computing unit, students further develop their programming skills, while exploring more deeply the role of hardware platforms in computing. Harkening back to the Input/Storage/Processing/Output model for a computer, students look towards modern “smart” devices to understand the ways in which non-traditional computing platforms take input and provide output in ways that couldn't be done with the traditional keyboard, mouse, and monitor.

Using App Lab and Adafruit’s Circuit Playground, students develop programs that utilize the same hardware inputs and outputs that we see in many modern smart devices, and they get to see how a simple rough prototype can lead to a finished product. The unit concludes with a design challenge that asks students to use the Circuit Playground as the basis for an innovation of their own design.

Enduring Understanding

This unit begins with an activity that encourages students to explore a wide variety of non-traditional computing platforms, before kicking off a review of programming in App Lab, with a particular focus on better understanding the event-driven programming model that was first introduced in Unit 4. Students learn techniques to make the apps they

write more flexible by modifying design elements through code instead of always relying on design mode. Using the Circuit Playground, they then explore different approaches to taking input and producing output using hardware. By the end of this chapter, students will design a develop a game that uses physical hardware for input and output.

With an understanding of how to use hardware to take input and produce output, students move to thinking about more complex programs that integrate hardware and software. Using the color LEDs as an example of a a group of like objects, students learn how to use arrays to keep track of lists of values. From there we introduce the for loop, first simply as a way to repeat a block of code, and then as a way to run code on each element of an array. By the end of this chapter students will have explored all components of their boards while learning to structure their code using arrays, loops, and parametric functions. In the final two lessons students have an opportunity to dig into building physical prototypes using their boards.

Essential Questions

- How does software interact with hardware?
- How can computers sense and respond to their environment?
- What kind of information can be communicated with simple hardware outputs?
- How do programmers work with larger amounts of similar values?
- How can complex real-world information be represented in code?
- How can simple hardware be used to develop innovative new products?

Exit Skills

By the end of Grade 8, Computer Science Discoveries, Unit 8, the student should be able to:

- Describe how software interacts with hardware.
- Evaluate how computers sense and respond to their environment.
- Formulate the kind of information that can be communicated with simple hardware outputs.
- Produce the ways programmers work with larger amounts of similar values.
- Design how complex real-world information can be represented in code.
- Describe how hardware can be used to develop innovative new products.

New Jersey Student Learning Standards (NJSLS-S)

Please list only the content-level and cross-curricular **New Jersey Student Learning Standards** applicable to the unit. **Do not list standards that are not used in the unit.**

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.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.
TECH.8.2.8.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.8.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.8.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Interdisciplinary Connections

LA.RI.8	Reading Informational Text
	Key Ideas and Details
LA.RI.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.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).

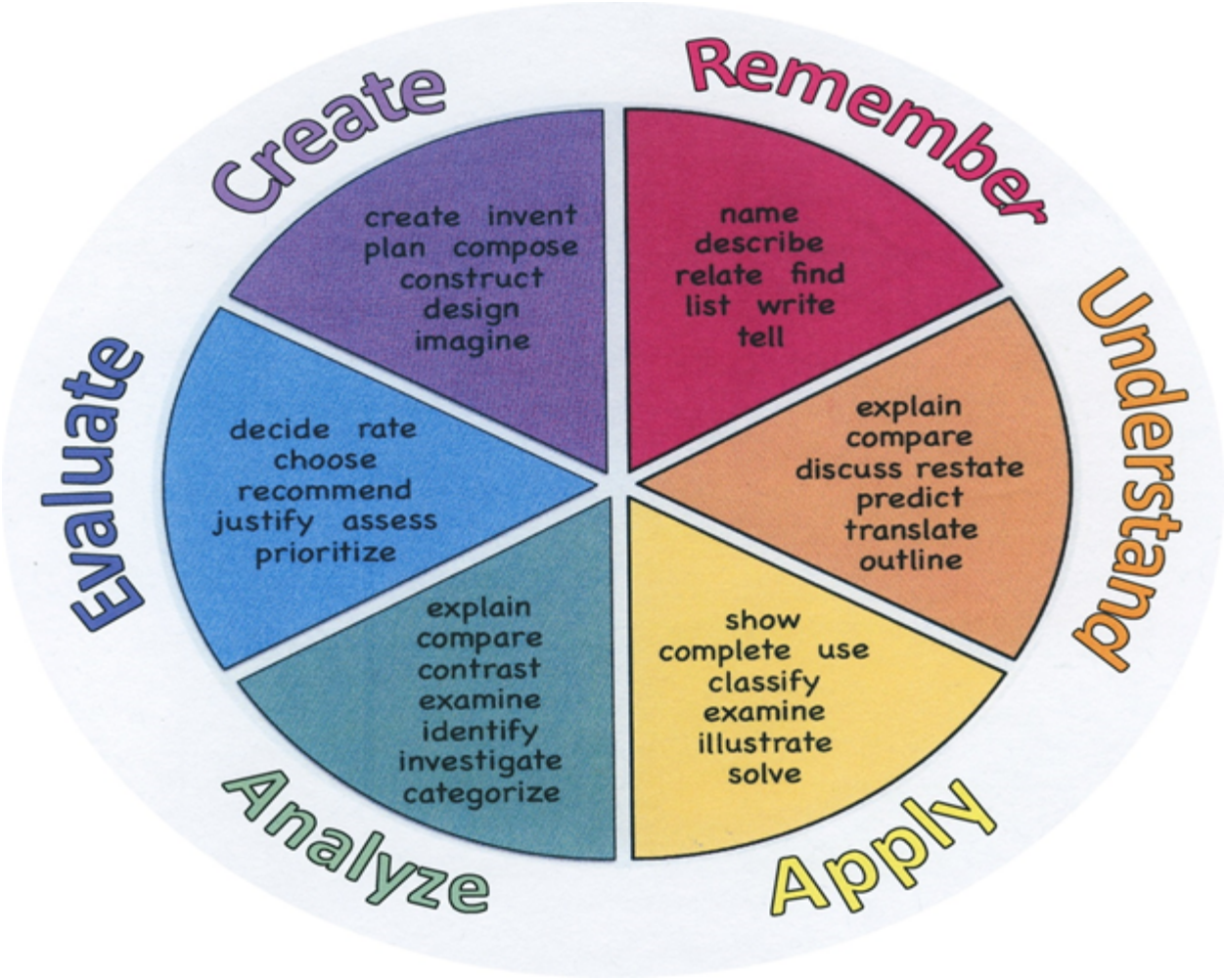
Learning Objectives

- Identify computing innovations within a given field
- For a given device, articulate the likely inputs and outputs
- Suggest improvements to help a device better solve a specific problem
- Set the properties of UI elements using code
- Respond to user input using an event handler
- Write programs that change multiple elements on a single screen instead of changing screen
- Connect and troubleshoot external devices
- Turn on and off an LED with code
- Use code to control a physical device
- Compare and contrast multiple ways to take input
- Model different methods of taking user input
- Attach an event handler to a hardware input
- Choose the appropriate event for a given scenario
- Use getters to access the properties of elements in a system
- Develop programs that respond to analog input
- Scale a range of numbers to meet a specific need
- Represent a sensor value in a variety of ways
- Implement different features of a program by following a structured project guide
- Develop a program that responds to events from a hardware input
- Create a function that uses parameters to generalize behavior
- Use event handlers to respond to user interaction
- Design a piece of software that uses hardware for non-traditional input and output
- Prototype a program that integrates software and hardware
- Access an element in an array using its index
- Use the color LED array to individually control each color LED
- Create and modify an array
- Use the buzzer to produce sequences of notes
- Recognize an array as a list of elements that can be operated on sequentially.
- Modify the exit condition of a for loop to control how many times it repeats
- Use a for loop to iterate over an array
- Recognize the use and need for accelerometer orientation (pitch and roll).
- Use the data event to continually update an element's properties.
- Use parameters to generalize the purpose of a function.
- Create and debug simple circuits

- Develop an interactive physical protype that combines software and hardware
- Consider the needs of diverse users when designing a product
- Independently scope the features of a piece of software
- Prototype a physical computing device
- Implement a plan for developing a piece of software that integrates hardware inputs and outputs

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

Innovations in Computing

Purpose

This lesson will lay the groundwork for students' understanding of how their Circuit Board could be used to model an innovative computing device. The goal is to get them thinking about how computers can be embedded into just about anything, and to start considering the potential impacts of such applications.

Assessment Opportunities

1. Identify computing innovations within a given fieldActivity Guide, page 2: The description of the device, its purpose, and the type of innovation should clearly demonstrate what it does

and why it is innovative.
2. For a given device, articulate the likely inputs and outputsActivity Guide, page 2: The description of the user interaction should identify multiple possible inputs and outputs for the device.
3. Suggest improvements to help a device better solve a specific problemActivity Guide, page 2: The suggested improvements should relate to the purpose of the device and how it is used.

Objectives

Students will be able to:

- Identify computing innovations within a given field
- For a given device, articulate the likely inputs and outputs
- Suggest improvements to help a device better solve a specific problem

Preparation

- Review the resource pages linked in Code Studio
- Cue up The Internet of Things - Video or Computer Science is Changing Everything - Video
- Print out a copy of the activity guide for each student

Vocabulary

- Innovation - A new or improved idea, device, product, etc, or the development thereof

Teaching Guide

Warm Up (10 min)

Teaching Tip
This unit requires the Adafruit Circuit Playground. You can read more about this microcontroller board at https://code.org/circuitplayground

Get Inspired

Video: Watch either The Internet of Things - Video or Computer Science is Changing Everything - Video as a class.

Activity (45 min)

Innovation Research

Group: Place students in groups of 3-4Distribute: Hand out copies of the activity guide

Discussion Goal
This should be a quick discussion. The primary goal is for the class to come to a common understanding of what it means for something to be innovative. That it's not enough for a product to look sleeker than the last version, but that innovation means to really do something better than it's been done before, or to do things that have never been done before.
Discuss: What is an innovation? What does it mean for something to be innovative?

Computing Innovations

During this activity student groups will research the recent technological innovations related to a chosen topic. Once they have identified a few interesting innovations, they will choose one to analyze in greater depths and report back to the class about.

Innovation Research

- Introduce the topics: Make sure that students understand the scope of each of the potential topics.
    - Wearable Technology (eg. clothing, jewelry, or accessories with built-in computers)
    - Health and Safety (eg. devices that treat disease, track your health, or protect users from danger)
    - Agriculture (eg. technology to improve the effectiveness, sustainability, or efficiency of farming)
    - Manufacturing (eg. advancements in rapid prototyping, industrial robotics, and the production of goods)
    - Art and Design (eg. interactive art or public installations)
    - Smart Home (eg. devices that allow you to interact with your thermostat, locks, or lights using computers)
- Explain the research task: The goal of this research is twofold:
    - First, develop a deeper understanding of your chosen topic. How is computer technology changing this field, what are some of the problems that people are trying to solve with technology?
    - Second, identify a handful of innovative devices within this topic. Students should focus on finding hardware devices that demonstrate unique or novel form factors. That is to say, computers that don't look like computers.
- Send to Code Studio for resource links: On Code Studio we have compiled more detailed descriptions of the topics as well as couple of recommended sites to learn more about each topic. Use this as a jumping off point for student research.

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).

At the end of each lesson, there is a hands on quiz each student will complete before moving on to the next lesson. - Formative

After the completion of each unit there is a test on the unit. The test consists of completing each of the

activities taught throughout the unit to work towards building their website or game. - Summative

Students may also have the opportunity of completing tasks one by one instead of building the website or game. This will be graded through completion of the task or observation of their work. - Alternative

- 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

Please list all district-provided Primary Resources & Materials and/or those outside that are accessed with district resources.

Code.org

Google Suite

Ancillary Resources

Please list all additional resources that will be used to strengthen this unit's lessons.

Everfi

Typing.com

Technology Infusion

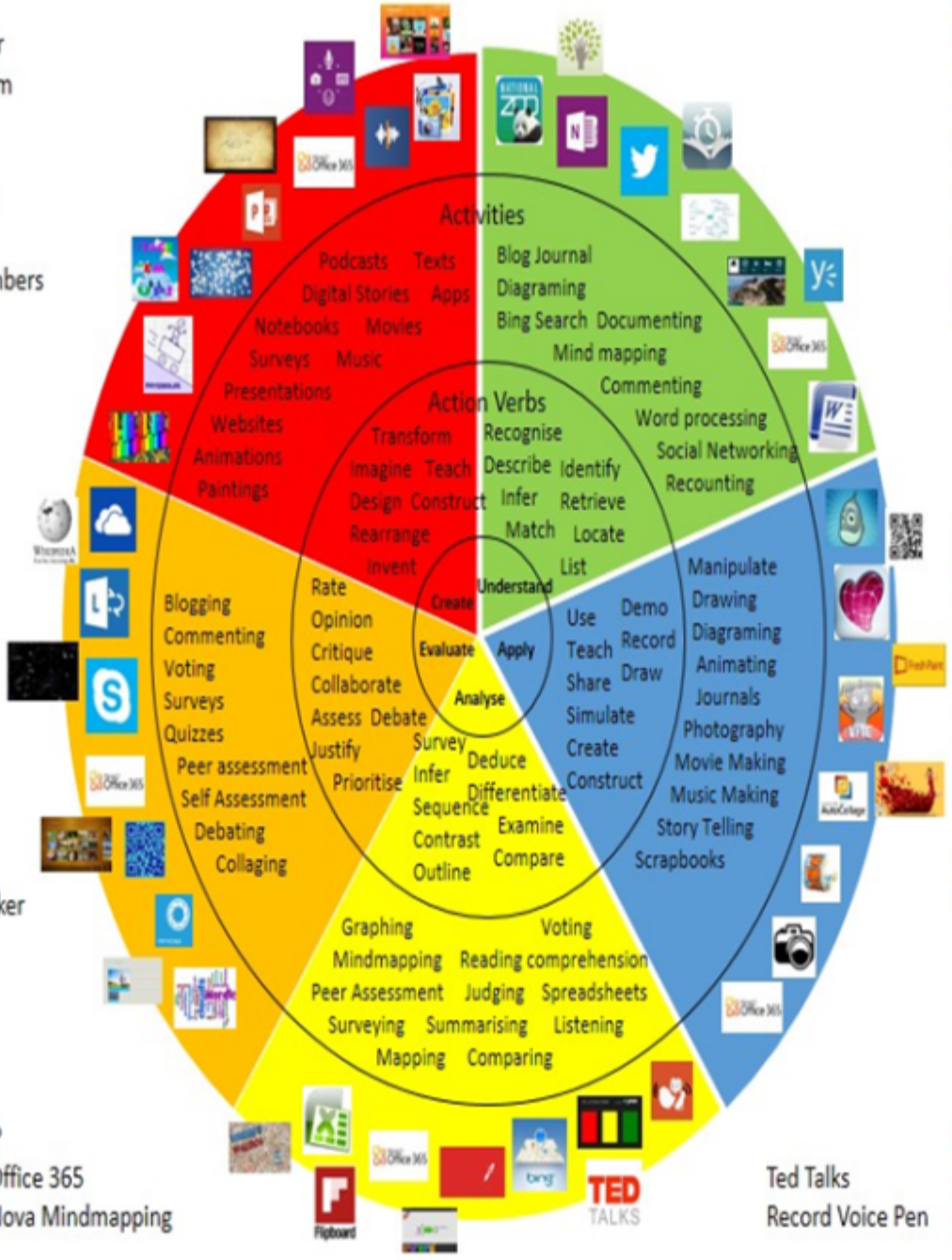
All students will use Chromebooks to access programs daily.

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.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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	Consider the environmental, social and economic impacts of decisions.

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.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
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.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
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.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills/Interdisciplinary Themes

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

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.

* Extra time to complete assignments.

Differentiations:

- Small group instruction-Small groups will be re-taught concepts
- Small group assignments
- Extra time to complete assignments-Students will be given time to complete assignments to ensure proficiency in concepts
- 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-A shared google doc with vocabulary will be available
- 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-students will be required to complete assessments on additional concepts or take a concept further
- 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-Students will be required to develop their own agenda for this unit
- 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-Will be available when necessay
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

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

* Student can work with an assigned partner.

- 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)

* Students will be assigned a partner for tutoring & assistance in class.

- 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

* Students are allowed to correct errors on assignments,.

- 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)

* Utilize project based learning for greater depth of knowledge.

- 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: