# Unit 9: May- State Board Drills/The Salon Business Copied from: Cosmetology 3, Copied on: 02/21/22

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Cosmetology 3, GRADE 12

# Unit 9- May - State Board Drills/ The Salon Business

**Belleville Board of Education**

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## Unit Overview

**Month:** May

**Shop**

Hair coloring applications

Permanent waving

Roller curls

Comb out techniques

Pin curls

Finger waving

Manicuring/hand/arm massage

Pedicuring

Hair and scalp treatments

Shampooing

Blow dry styling

Facial treatments and makeup application

Customer  release cards

Cash register skills

Client appointments

Client information cards

Shaving

Removal of superfluous hair – temporary methods (eyebrow tweezing and lip waxing)

Up do hairstyling

Chemical hair relaxing

Marcel Waving and Curling

Electric curling irons

**Theory**

Nail Structure and Growth

Nail Disorders and Diseases

Manicuring

Pedicuring

Nail Tips and Wraps

Monomer Liquid and Polymer Powder Nail Enhancements

UV Gels

## Enduring Understanding

**This is an Enduring Understanding**

Students will learn all the necessary skills needed to work proessionally in the cosmetology industry.

**This is an Essential Question**

Have the students learned the necessary, professional skills necessary to prepare themselves for the state licensing exam?

Are the students prepared to work as a professional cosmetologist in the industry?

## Essential Questions

**Essential Questions:**

***Each month's skills and essential questions are reinforced, along with adding new skills.***

**Marcel Waving and Curling**

Is the learner able to handle Marcel irons and give Marcel waves and curls?

Is the learner able to have knowledge of proper heat and techniques?

Is the learner able to develop the ability and knowledge to press and straighten the hair?

Is the learner able to learn the proper handling, care and use of all hair pressing tools and supplies?

Is the learner able to know the difference between a hard press and a soft press?

Is the learner able to demonstrate the safety procedures involved in straightening hair with heat?

**Electric curling irons**

Is the learner able to curl and style the hair with the use of an electric curling iron and comb?

Is the learner able to touch- up hair styles with the electric curling iron?

**Nail Structure and Growth**

Can the learner describe the structure and composition of the nails and how they grow?

**Nail Disorders and Diseases**

Can the learner list and describe the various disorders and irregularities of the nails?

Can the learner recognize diseases of the nails that should not be treated in the salon?

**Manicuring**

Is the learner able to describe the structure and composition of nails?

Is the learner able to discuss how nails grow?

Is the learner able to list and describe various disorders and irregularities of the nails?

Is the learner able to recognize diseases of the nails that should not be treated in the salon?

Is the learner able to give all types of manicures, complete all basic steps (including proper polish techniques) using proper tools required for a manicure?

Does the learner set up the manicure table properly and use the proper cleaning and disinfection methods?

Can the learner identify the need for different types of manicures?

Is the learner able to give a hand and arm massage using the appropriate movements?

Is the learner able to demonstrate and understand of the anatomy of the hand and arm?

**Pedicuring**

Is the learner able to give a pedicure in a systematic and efficient manner, using proper equipment/materials and proper disinfection and cleaning of foot spas and tools?

Is the learner able to demonstrate a foot and leg massage, understanding the anatomy of the feet and toes?

**Nail Tips and Wraps**

Is the learner able to apply artificial nails?

Is the learner able to know the different types of artificial nails and how to apply each type?

Is the learner able to wrap nails?

Is the learner able to identify different types of wraps?

Does the learner have knowledge of all types of nail wraps?

Is the learner able to demonstrate nail tip applications and removals?

**Monomer Liquid and Polymer Powder Nail Enhancements**

Can the learner explain monomer liquid and polymer powder nail enhancement chemistry and how it works?

**UV Gels**

Can the learner describe the chemistry and main ingredients of UV gels?

Can the learner describe how to apply UV gel color?

Can the learner explain the differences between UV light units and UV lamps?

## Exit Skills

For Example:

By the end of Unit 9 Students should be able to

**Understand State Board rules and regulations on topics taught in the unit**

active class participation, successful questions, note taking, study skills, and performance in shop and theory class. Completion of all shop assignments on manikins or peers.

**Shop**

Hair coloring applications

Permanent waving

Roller curls

Comb out techniques

Pin curls

Finger waving

Manicuring/hand/arm massage

Pedicuring

Hair and scalp treatments

Shampooing

Blow dry styling

Facial treatments and makeup application

Customer  release cards – how to complete

Cash register skills- how to operate

Client appointments- properly book all appointments

Client information cards- accurate records, procedures, and chemical applications

Shaving- complete process

Removal of superfluous hair – temporary methods (eyebrow tweezing and lip waxing)

Up do hairstyling

Chemical hair relaxing

Marcel Waving and Curling

Electric curling irons

**Theory-complete chapters**

Nail Structure and Growth

Nail Disorders and Diseases

Manicuring

Pedicuring

Nail Tips and Wraps

Monomer Liquid and Polymer Powder Nail Enhancements

UV Gels

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| 9.3.HU | Human Services |
| 9.3.HU.1 | Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. |
| 9.3.HU.2 | Evaluate the role of the family, community and human services in society and the economy. |
| 9.3.HU.3 | Use effective communication with human services clients and their families. |
| 9.3.HU.4 | Demonstrate ethical and legal conduct in human services settings. |
| 9.3.HU.5 | Evaluate career opportunities in each of the Human Services Career Pathways. |
| 9.3.HU.6 | Explain how human development principles enhance the wellbeing of individuals and families. |
| 9.3.HU-CSM | Consumer Services |
| 9.3.HU-CSM.1 | Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services. |
| 9.3.HU-CSM.2 | Communicate product or equipment features that meet the needs of clients and consumers. |
| 9.3.HU-CSM.3 | Make consumer services recommendations meeting the needs of clients or customers. |
| 9.3.HU-CSM.4 | Analyze financial/economic situations when making recommendations about consumer services. |
| 9.3.HU-CSM.5 | Use standard business processes or procedures to create consumer service information and facilitate client interactions. |
| 9.3.HU-CSM.7 | Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. |
| 9.3.HU-CSM.8 | Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. |
| 9.3.HU-PC | Personal Care Services |
| 9.3.HU-PC.1 | Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. |
| 9.3.HU-PC.2 | Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. |
| 9.3.HU-PC.3 | Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. |
| 9.3.HU-PC.4 | Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. |
| 9.3.HU-PC.5 | Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. |
| 9.3.HU-PC.6 | Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends. |
| 9.3.HU-PC.7 | Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards. |

## Interdisciplinary Connections

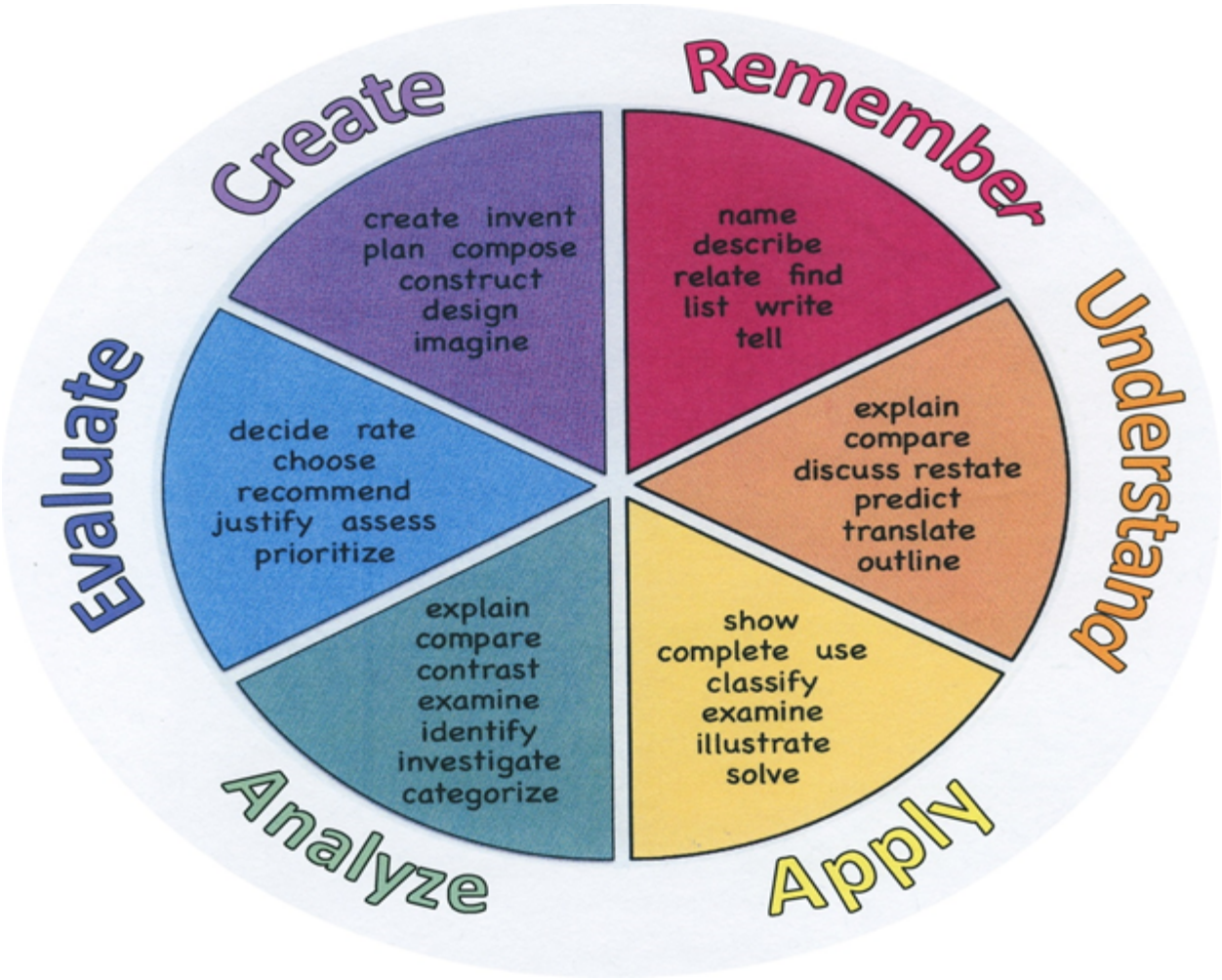
| | |
|---|---|
| LA.K-12.NJSLSA.R | Reading |
| LA.K-12.NJSLSA.W | Writing |
| LA.K-12.NJSLSA.SL | Speaking and Listening |
| LA.K-12.NJSLSA.L | Language |
| | Numbers and Number Systems |
| | Quantities. |

## Learning Objectives

SWDAT understand and expedite all state board rules and regulations as they complete assignments given by the teacher. Students will continue to develop time management skills and professional skills to prepare for client and the professional salon experience. (Topics are covered under skills)

**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

**Activities:**

Chapter worksheets, textbook activities, vocabulary, diagrams, videos, procedures, workbooks, review tests, manikins and shop materials, peer collaboration with shop assignments, stateboard procedure cards, google classroom, exit tickets pertaining to sanitation, decontamination, shampooing, conditioning, haircutting etc.

Active participation in class discussions

Successful questions/ note taking

Critical thinking questions (according to bloom's taxonomy)

Complete class room jobs for management purposes

Practice shop safety ( sterilizers, chemicals, SDS)

Complete hands on assignments with partners or on manikins. (follow guidelines from New Jersey Consumer Affairs for Cosmetology and Hairstyling)

Chapter worksheets

Theory and practical workbooks on chapters

Situational problems for the cosmetology student

Milady U online Licensing Prep- chapter review tests

Tests & quizzes

Quarterly exams---decontamination

Complete hands on assignments with partners or on manikins. (follow guidelines from New Jersey Consumer Affairs for Cosmetology and Hairstyling)

Tests & quizzes

Chapter review questions

Worksheets

Workbooks

Shop management

Safety precautions

## Assessment Evidence - Checking for Understanding (CFU)

Exit tickets for the purpose of checking for understanding, for example chemical textrure services, application and wrapping of perms and relaxers.

Practical and written quizes on chemcial processes and services to be certain students understand material taught by the teacher.

For example, teacher will give topics to students and students will create their own study guides prior to tests.

- 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

Books from Milady publishing company, various internet websites, videos, posters, diagrams, guest speakers, information from professional businesses in the industry, evaluations/ feed back from professionals, Online licensing preparation, online resumes, job searches, online research of products, manufacturers, and companies in the industry.

Evaluation, tests, quizzes, rubrics, safety procedures, lab experiences and work, procedures/procedure cards, and student performance.

hands on materials for assignments for example, shears, rollers, brushes, pincurl clips, styling products, blow dryers, etc.

## Ancillary Resources

Build an ongoing vocabulary, procedures, diagrams, videos, projects, posters, notes, outlines, hands on activities working on manikins, peers, customers

Chapter worksheets, textbook activities, vocabulary, diagrams, videos, procedures, workbooks, review tests, manikins, peer collaboration

**Assessments:**

Evaluation, tests, quizzes, rubrics, safety procedures, lab experiences and work, procedures, and student performance.

Active participation in class discussions

Successful questions/ note taking

Critical thinking questions (according to bloom's taxonomy)

Complete class room jobs

Practice shop safety ( sterilizers, chemicals, MSDS)

Complete hands on assignments with partners or on manikins. (follow guidelines from New Jersey Consumer Affairs for Cosmetology and Hairstyling)

Chapter worksheets

Theory and practical workbooks

Exam review booklet

Situational problems for the cosmetology student

Milady U online Licensing Prep- chapter review tests

Interview skills

Portfolios

Resumes

Job interviews

Cover letters

Thank you notes

Release forms

Tests & quizzes

Complete hands on assignments with partners or on manikins. (follow guidelines from New Jersey Consumer Affairs for Cosmetology and Hairstyling)

Tests & quizzes

Chapter review questions

Worksheets

Shop management

Safety precautions

## Technology Infusion

**Chromebooks, Google Classroom, Internet, YouTube, Smart Tv's, Milady Online licensing preparation program and online research of products, manufacturers, and companies in the industry, professional websites, business websites to research topics, such as product knowledge and show demos on topics**

**covered in unit, for example proper manipulations.**



## Alignment to 21st Century Skills & Technology

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

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.CRP1.1 | 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.CRP2.1 | 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.CRP3.1 | 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.CRP4.1 | 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.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.CRP8.1 | 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.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.9.2.12.C | Career Preparation |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. |
| CAEP.9.2.12.C.8 | Assess the impact of litigation and court decisions on employment laws and practices. |
| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability. |
| TECH.8.1.12 | 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.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.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.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |

## 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

Students will be able to highlight topics covered in different colors according to practical and theory topics based on the unit.

Teacher will demonstrate assignments in small groups such as how to properly apply chemicals to the hair

Teacher will give study guide notes based on specific topics such as chemical service procedures.

**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)

A few examples for Special Education Learning are...

To teach practical lessons in small groups and model the assignment more than once for example chemical services.

Student will repeat the procedure on how to complete a full head of foil highlights and the then they will perform the procedure on either the manikin or a partner.

In theory we will print out our powerpoints so the student has a copy of the notes

- 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)

A few examples for English Language Learners are ...

To show pictures of the assignment and the expectations, to show a manikin completed by the teacher of the assignment.

Peers will help tutor ELL 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

A few examples for Intervention Strategies ...

To teach students key topics that are on their state licensing exam..for example, continue to reinforce decontamination practices since 30% of their licensing exam is on decontamination.

Peers will help tutor students.

Peers will provide peers with key notes and outlines for the test.

- 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)

A few examples for Talented and Gifted students are ...

To have students begin creating a portfolio of their work.

Give students challenging assignments in shop and theory.

Give students the Milady situational problem solving questions that pertain to the chapter.

- 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: