Unit 4: Research Skills

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 7TH GRADE

RESEARCH SKILLS

Belleville Board of Education

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Unit Overview

The 21st Century learner must become proficient in the research process. It is important for students to learn and develop the effective skills and strategies of the research process by learning how to search, select, analyze, evaluate, and organize their research. Students will learn how to choose a subject, narrow down their topic, write a thesis statement, search for reliable print and nonprint information, note-taking, and organize the information found in an outline to aid in writing their report.

Enduring Understanding

By the end of Unit 4 students will understand that:

- The importance of research
- Research is a process that involves several steps

- How to narrow down topics from board topics to searchable topics
- Conducting background research
- Developing a research question and Thesis statement for their project
- Tips on how to select the most appropriate resources for their research needs
- How to use keywords to conduct a search in a database or Internet (boolean search)
- Organized note-taking, paraphrasing, and compiling sources will aid in the research process
- How to extract the main and supporting ideas from a source
- How to evaluate available sources for currency, accuracy, authority, relevance, and objectivity
- How to cross check their research for validity

Essential Questions

Why do we conduct research?

How do I find information?

How can we create a list of keywords?

How can technology help with my research?

How can I find reliable sources?

What are ways we can search the databases?

What words do we use to complete a boolean search?

How can I use the Internet to find information and tell if it is reliable?

How can I collect and organize my information?

What methods can we use to organize our research?

What is a credible source what is a non-credible source and how do we tell the difference?

How can I identify diverse perspectives in my sources?

What are the main ideas of my topic?

Do the facts support the main ideas?

Why is it important to use my own words?

Exit Skills

By the end of Grade 7, Library Media Unit 4, the student should be able to:

- Understand the importance of conducting research
- Write a Thesis statement for their research
- Narrow down and search for reliable information from a variety of sources (database, Internet, print material, etc.)
- Identify primary and secondary sources
- Determine if a source contains any bias
- Organize their research (Note-taking skills, find and document text evidence to support their research, and create an outline)
- Keep track of all their sources for the Works Cited document

New Jersey Student Learning Standards (NJSLS-S)

N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 4 include:

LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LA.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase

	the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.7.9.B	Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
I.A.1	Formulating questions about a personal interest or a curricular topic.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.B.1	Using evidence to investigate questions.
I.B.2	Devising and implementing a plan to fill knowledge gaps.
I.B.3	Generating products that illustrate learning
I.D.1	Continually seeking knowledge.
I.D.2	Engaging in sustained inquiry.
I.D.3	Enacting new understanding through real-world connections.
I.D.4	Using reflection to guide informed decisions.
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
V.C.2	Co-constructing innovative means of investigation.
II.A.2	Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
II.B.2	Evaluating a variety of perspectives during learning activities.
II.B.3	Representing diverse perspectives during learning activities.
II.D.2	Demonstrating interest in other perspectives during learning activities.
IV.A.1	Determining the need to gather information.
IV.A.2	Identifying possible sources of information.
IV.A.3	Making critical choices about information sources to use.
IV.B.1	Seeking a variety of sources.
IV.B.2	Collecting information representing diverse perspectives.
IV.B.3	Systematically questioning and assessing the validity and accuracy of information.
IV.B.4	Organizing information by priority, topic, or other systematic scheme.
IV.C.2	Contributing to collaboratively constructed information sites by ethically using and reproducing others work.
IV.D.1	Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
IV.D.2	Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
VI.A.1	Responsibly applying information, technology, and media to learning.
VI.A.2	Understanding the ethical use of information, technology, and media.
VI.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
VI.B.1	Ethically using and reproducing others work.

VI.B.2	Acknowledging authorship and demonstrating respect for the intellectual property of others.
VI.B.3	Including elements in personal-knowledge products that allow others to credit content appropriately.
VI.C.1	Sharing information resources in accordance with modification, reuse, and remix policies.
VI.C.2	Disseminating new knowledge through means appropriate for the intended audience.
VI.D.1	Personalizing their use of information and information technologies.
VI.D.2	Reflecting on the process of ethical generation of knowledge.
VI.D.3	Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
III.A.1	Demonstrating their desire to broaden and deepen understandings.
III.B.1	Using a variety of communication tools and resources.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 4 include:

- **Language Arts**
- **Social Studies**
- **Science**
- **Technology**
- **Mathematics**
- **World Language**

MA.7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
WL.7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age - and level - appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
WL.7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
WL.7.1.IM.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.IM.C.2	Dramatize student - created and/or authentic short plays, skits, poems, songs, stories, or reports
WL.7.1.IM.C.4	Synthesize information found in age - and level - appropriate culturally authentic materials.

WL.7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.
6-8.MS-ESS1-3.4	Analyzing and Interpreting Data
6-8.MS-ESS1-3.4.1	Analyze and interpret data to determine similarities and differences in findings.
6-8.MS-ESS1-4.6	Constructing explanations and designing solutions in 6– 8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
6-8.MS-ETS1-1.1	Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.
6-8.MS-ETS1-2.7	Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world.
6-8.MS-LS1-1.3.1	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
6-8.MS-PS1-2.4	Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.
6-8.MS-PS1-2.4.1	Analyze and interpret data to determine similarities and differences in findings.
6-8.MS-PS1-6.6	Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.
6-8.MS-PS2-1.6	Constructing Explanations and Designing Solutions
HPE.2.2.8.D.CS1	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
SCI.MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media,

	and computer-generated information.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

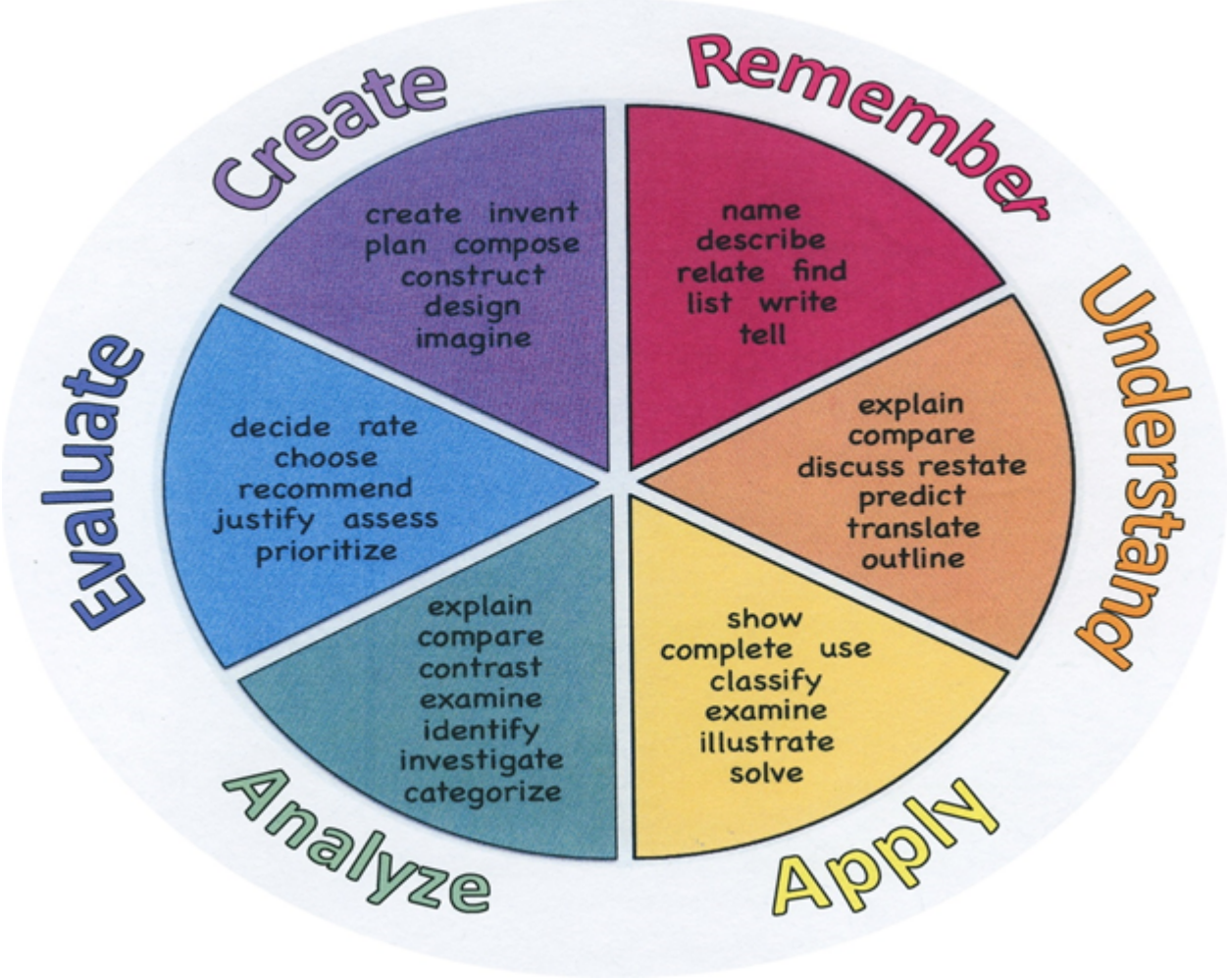
Learning Objectives

Effective Learning Objectives Used in Unit 4 include:

- **Select** appropriate resources based on age, reading level, and personal interest.
- **Compare** and **Select** Print and Nonprint resources.
- **Determine** reference materials
- **Select** the correct database for their research
- **Organize** their research based on the structure of their project.
- **Complete** a simple keyword search of a database
- **Construct** a research question
- **Execute** a boolean search in the databases
- **Recognize** that websites can provide information for research.

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 Discuss Estimate Extrapolate Generalize Predict	Manipulate Modify Operate Subtract			



Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Acquaint the learner with Print/Nonprint Resources.
- Have students complete a scavenger hunt of the databases to ensure they know how to use them correctly.
- Show how to search and find realiable information when completing a research project.
- Have students create a research question and then form a list of keywords.

- Have students search for a specific article using the boolean search method.
- Demonstrate note taking skills while extracting information from a website and/or informational text.
- Explain the difference between scanning and skimming and when to use each technique.
- Discuss ways to paraphase information from resources and how to avoid plagiarism https://www.pinterest.com/kimjoo/library-plagiarism-lessons/
- Introduce the Big 6 Approach to Research https://www.slideshare.net/camdenwjenkins/big6-overview-eisenberg-2011?qid=189d0bcb-fde6-41dd-8d00-a4ba1097b38a&v=&b=&from_search=6
- Citing text Evidence and Making Inferences
- Introduce Citing Sources-MLA (Modern Language Association) Works Cited
- To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla
- To create MLA (Modern Language Association) citations use - Citation Machine http://www.citationmachine.net/mla
- To create MLA (Modern Language Association) citations show Easy Bib http://www.easybib.com/

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence/Checking for Understanding specifically used in Unit 4 will include:

- Notes(digital or Index Cards) and Outlines will be utilized as an assessment tool in the Research Process.
- Self-assessment/Self-Reflection of the Research Process will be utilized throughout this Unit.
- Unit Assessment (Google Forms) will be utilized to measure student's knowledge of the Research Process.
- Using an Evaluation rubric will be used for a Written and/or Multimedia report.

Unit tests-summative assessment

Think, pair, share-formative assessment

Have students complete a scavenger hunt of the databases to ensure they know how to use them correctly.-alternate assessment

- Demonstrate note taking skills while extracting information from a website and/or informational text.-benchmark assessment
- Explain the difference between scanning and skimming and when to use each technique.-benchmark

assessment

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

Primary Resources & Materials

District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources include:

- Databases
- Database log in sheets
- Research Process instructional video clips
- Writing Research Reports by McDougal Littell
- Brain pop! Search Sharks game to practice keyword searching skills
- Cited! Identifying Credible Information Online by Larry Gerber

Ancillary Resources

Ancillary Resources used:

- Teacher created handouts
- Assignment guidelines

Technology Infusion

Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:

- Chromebooks

- Databases
- **factmonster.com**
- **To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla**
- **To create MLA (Modern Language Association) citations - Citation Machine http://www.citationmachine.net/mla**
- **To create MLA (Modern Language Association) citations Easy Bib http://www.easybib.com/**
- **American Library Association - Great Reference Websites for Kids - http://gws.ala.org/category/reference-desk**
- **American Library Association - Great websites for Kids http://gws.ala.org/ (Websites for research by category: Animals, The Arts, History and Biography, Literature and Language, Mathematics and Computers, Reference Desk, Sciences, and Social Sciences**

- **World Book online** http://worldbookonline.com/wb/Login?ed=wb



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.CRP1.1	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.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	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.
PFL.9.1.12.E.4	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer

	decisions and spending.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
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.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
TECH.8.1.8.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
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

21st Century Skills/Interdisciplinary Themes presented in Unit 4 include:

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

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- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills presented in Unit 4 include:

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

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

Differentiation

Effective educational Differentiation used within Unit 4 include:

- The student will be provided visual/auditory presentations during Unit 4 material and will have varied supplemental materials (websites, instructional youtube videos, etc.) and assistive technology (Google voice)when necessary.
- Students will be provided with simple, specific directions as to what the student is required to do and will pair these instructions with a visual using the Smart TV.
- Highlighted text will be utilized during Note-taking and Outline activities
- Center-Based, multi-sensory approach and instruction that include Tiered Activities/Assignments will be used during Unit 4.
- Group investigations and/or Alternative formative and summative assessments (Kahoot! game) will be used during this unit.

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)

The **Special Education Learning** adaptations that will be utilized in Unit 4 include:

- Provide modifications as dictated in the student's own IEP/504 plan.
- Secure attention of the student before giving instructions/directions and having the student repeat the directions back in order to check for understanding.
- Modification and shortening of the student's assignments and checking work frequently for understanding will be utilized.
- Center-Based, multi-sensory instruction and highlighting text will be used when learning about Research skills.
- For completing Activities During Unit 4- Research Skills the student will work side by side 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)

The **English Language** Learning adaptations that will be employed in Unit 4 include:

- Use of instructional videos, Google Translate, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 4.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to Research Skills.
- Asking peer tutors to assist the English Language Learner when they are required to complete a task.
- The student will be able to use the computer word processing spell check and grammar check features when working on Unit 4-Research Skills
- Modified test with the use of note cards/open-book study guide

- 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

The "At Risk" intervention strategies that will be employed in Unit 4 include:

- Use of instructional videos, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 4.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to Research Skills.
- Asking peer tutors to assist the English Language Learner when they are required to complete a task.
- Teaching and using computer word processing (Google Docs) spell check and grammar check features when submitting the finished product.
- Modified test with the use of note cards/open-book study guide

- 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)

The **Talented and Gifted** adaptations that will be employed in Unit 4 include:

- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can investigate other areas of interest and self-select how they want to display their finished product (written projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, Google slides, videos, etc.)
- They could research a local or global issue on a self-selected topic using the skills learned in Unit 4 and present their stance on the issue in the form of a multi-media presentation
- Utilize project-based learning for greater depth of knowledge utilizing a higher order, critical & creative thinking skills, and discovery and present completed activities to the class.
- Debate an issue and utilized the research skills learned to support their arguments.

- 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: