Unit 5: Literature Appreciation

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 8TH GRADE

LITERATURE APPRECIATION

Belleville Board of Education

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Unit Overview

The library is a place that promotes a love of reading and supports students in their personal reading needs. Students can acquire knowledge and gain insight into areas that are of interest to the learner. In Unit 5, students will practice good reading behaviors, and will be introduced to the BMS OPAC (online public access catalog) system and will learn how to search by Title, Author, Subject, and Genre. They will utilize search strategies to self-select books that satisfy their personal needs. They will independently use their learning to locate and utilize the library materials to enrich their lives and fulfill their academic needs. The ultimate goal is to help students develop a feeling of familiarity and enjoyment with the library and an appreciation for literature that will follow them throughout their lives.

Enduring Understanding

Enduring understandings:

- **Everyone can develop a love of reading.**
- **Fiction and Nonfiction books can be used as resources for research and class assignments.**
- **Fiction and Nonfiction books can be used as resources for recreational reading.**
- **Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium.**
- **Reading for pleasure or information has life-long applications.**
- **Literature can be real (nonfiction) or make believe (fiction), and readers learn from both.**
- **Learning to love reading provides readers with pleasure throughout their lives.**
- **People who love to read often share ideas from and about what they read with others.**
- **People who love to read many different kinds of books learn more about the world than those who are not life-long readers.**
- **Understand that literature can influence personal growth and development.**
- **Libraries contain many different kinds of literature at all reading levels.**
- **One way to choose a book is to read a popular fiction series.**
- **Another way to choose a booj is to read an award-winner.**
- **Understand the elements of literature.**
- **What makes a good story?**
- **Good writers and illustrators develop and refine their ideas for thinking, learning, communication, and aesthetic expression.**
- **Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.**

Essential Questions

- **Why do people love reading?**
- **What kind of books do I need to answer my questions?**
- **What kind of fiction and nonfiction books do I enjoy?**
- **How can stories help me understand the world around me?**
- **How do people develop a love of particular books and types of literature?**
- **How can we share our love of literature with others?**
- **How can the library impact my personal reading growth?**
- **In what ways does a discussion increase our knowledge and understanding of an idea?**
- **How does a speaker communicate so others will listen and understand the message?**
- **What makes a good story?**
- **What series are available for readers of my age and interest?**
- **How do readers construct meaning from the text?**
- **In which ways does understanding the structure of a text help us to better understand its meaning?**
- **How does fluency affect comprehension?**
- **How do good writers express themselves?**
- **How does a writer develop a well-written product?**

- **How does a writer choose a particular form of writing?**
- **How can I understand and appreciate all types of literature?**
- **What are some of the book awards given to books for your people.**

Exit Skills

By the end of Grade 8, Library Media Unit 5-Literature Appreciation, the student should be able to:

- Independently select a book based on purpose, interest, and reading level.
- Distinguish among genres.
- Utilize the BMS OPAC (**online public access catalog)** system and other (Good Reads) websites to look at book reviews to help in the selection of their library books.
- Understand literary forms.
- Locate and select reading materials based on the recommendations of others from either Book Reviews, Booktalks, and/or Book Trailers.
- Recognize distinguished authors, illustrators, or book series.
- Analyze the characters, setting, and plot of stories to determine genres.
- Recognize and identify books that received the prestigious American Library Association Newbery Medal Award and other literary awards.
- Identify title/copyright page and table of contents and their uses.
- Select and use a biography for research projects.
- Select and use informational texts for research (classroom) projects.
- Participate in Readers' Theatre

New Jersey Student Learning Standards (NJSLS-S)

N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 5 include:

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.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).
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
I.B.3	Generating products that illustrate learning
V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes
V.A.2	Reflecting and questioning assumptions and possible misconceptions
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.3	Collaboratively identifying innovative solutions to a challenge or problem
II.A.2	Adopting a discerning stance toward points of view and opinions expressed in information

	resources and learning products.
II.A.3	Describing their understanding of cultural relevancy and placement within the global learning community
II.B.2	Evaluating a variety of perspectives during learning activities.
II.C.1	Engaging in informed conversation and active debate.
II.D.1	Seeking interactions with a range of learners.
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.
VI.A.1	Responsibly applying information, technology, and media to learning.
VI.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
VI.B.2	Acknowledging authorship and demonstrating respect for the intellectual property of others.
VI.D.1	Personalizing their use of information and information technologies.

Interdisciplinary Connections

- **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**

MA.8.EE.C.8c	Solve real-world and mathematical problems leading to two linear equations in two variables.
WL.7.1.IM.A.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.IM.A.C.3	Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
WL.7.1.IM.A.C.4	Human and animal migration are often related to the availability of resources and the

	ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
6-8.MS-LS4-5	Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.
6-8.MS-LS4-5.8	Obtaining, Evaluating, and Communicating Information
6-8.MS-LS4-5.8.1	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
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.).
VPA.1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
VPA.1.1.8.C.CS1	Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.
VPA.1.1.8.D.CS2	The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

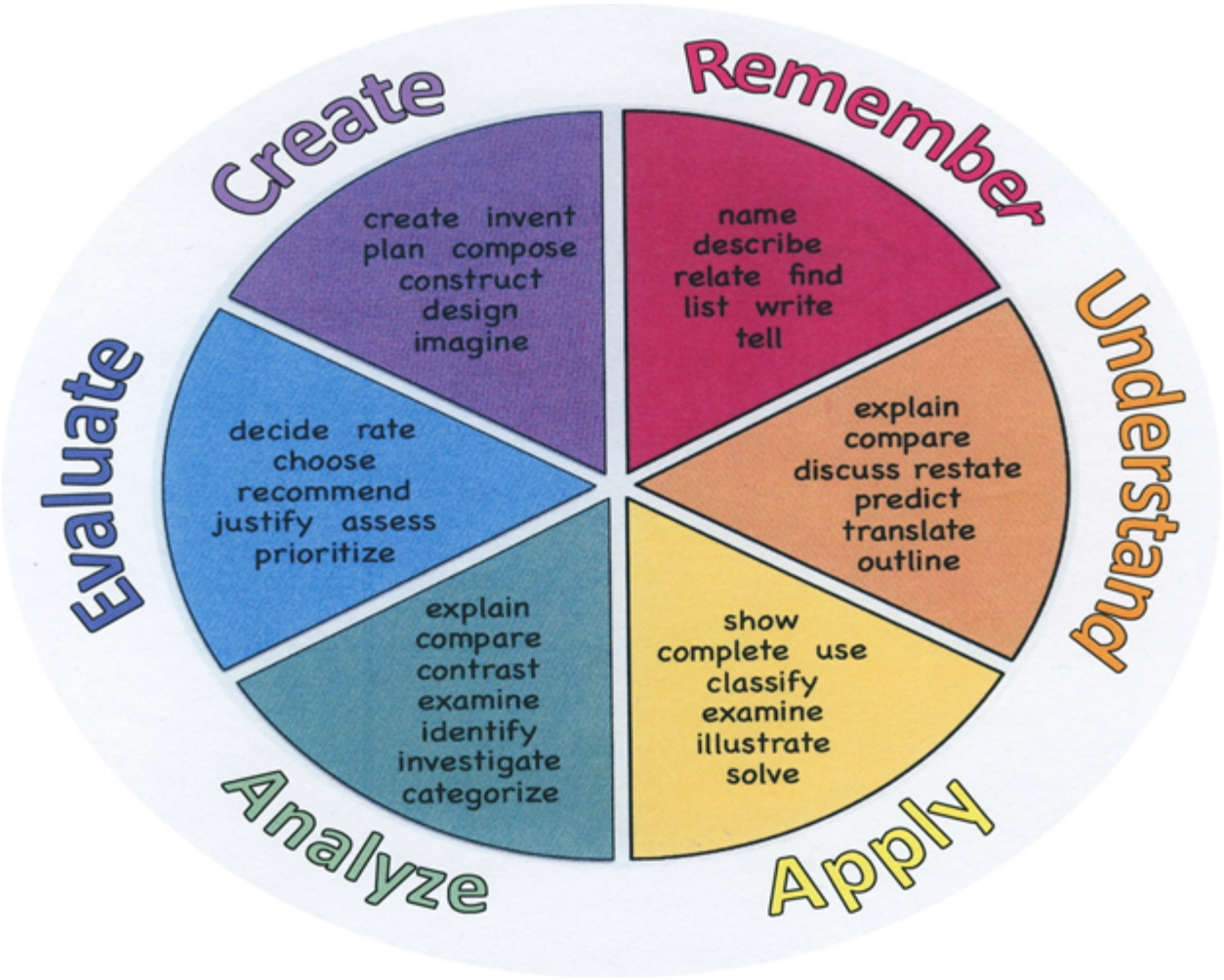
Learning Objectives

Effective Learning Objectives Used in Lesson Planning:

- **Develop** a feeling of familiarity and enjoyment with the library and literature.
- **Identify** the characteristics of fiction and nonfiction.
- **Identify** and utilize parts of a book.
- **Compare** the effects of an audio visual story with a written story.
- **Select** appropriate books based on age, reading level, and personal interest.
- **Generate** author and illustrator studies.
- **Differentiate** stories in various genres.
- **Distinguish** and **conclude** Newbery Medal books and what makes them special.
- **Appraise** informational texts and how they create new understandings.

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

- Listen to stories with attentive and purposeful listening and viewing skills.
- Present Booktalks, Book trailers, author videos , etc. to demonstrate how to review a book and present it to the class (Don't give away the ending).
- Students can learn about their favorite authors and illustrators by listening to video conferences or viewing short video clips (Scholastic http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001) of favorite Authors/Illustrators.
- Be able to identify the title, author, illustrator, publisher, and copyright date of books.
- Demonstrate how to choose materials based on personal interests
- Indicate and identify books that received the prestigious American Library Association Newbery Medal Award.
- Using various techniques to help students identify and classify the various characteristics of both fiction and nonfiction books.
- Be able to analyze the characters, setting, and plot of various stories.
- Indicate the genre (adventure, historical fiction, mystery, etc.) and be able to identify them.

- Reveal how to identify the Parts of a Book (title/copyright page/dedication page/Table of Contents/Glossary/Index, etc.) and their uses.
- Demonstration on where and how to find biography books for various classroom research projects.
- Demonstration on where and how to search the OPALS OPAC system for subjects, genre, title, etc.

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence/Checking for Understanding specifically used in Unit 5 will include:

- Question Stems that are framed around Bloom's Taxonomy will be utilized throughout Unit 5 to check for understanding. (formative assessment)
- Evaluate student activities and stories using Google Docs and submitted in Google classroom (summative assessment)
- KWL activity when introducing a biography to establish the student's existing knowledge. (formative assessment)
- Compare and Contrast Venn Diagrams will be used on various stories to compare different stories and to check for comprehension. (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline

- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Fiction and Nonfiction books/audio books

Author Study-Scholastic http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001) of favorite Authors/Illustrators.

SLJ and/or Junior Library Guild Video Conferencing of various authors

Teacher created Google Slides on various Book Talks

Ancillary Resources

Readwritethink website various reading comprehension graphic organizers http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html?tab=3

http://www.readwritethink.org/classroom-resources/printouts/

Teacher created handouts

Teacher created resources

Technology Infusion

Technology Infusion utilization of the Smart TV to view the following websites that are integrated into this unit to enhance learning include:

- **The readwritethink reading comprehension interactives and/or other resources like Venn Diagrams, KWL charts, etc.**

  from the Readwritethink website various reading comprehension graphic organizers http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html?tab=3

  http://www.readwritethink.org/classroom-resources/printouts/

- **American Library Association - Great Literature and Languages Websites for Kids - http://gws.ala.org/category/literature-languages**
- **NEWSELA - https://newsela.com/**
- Chromebooks

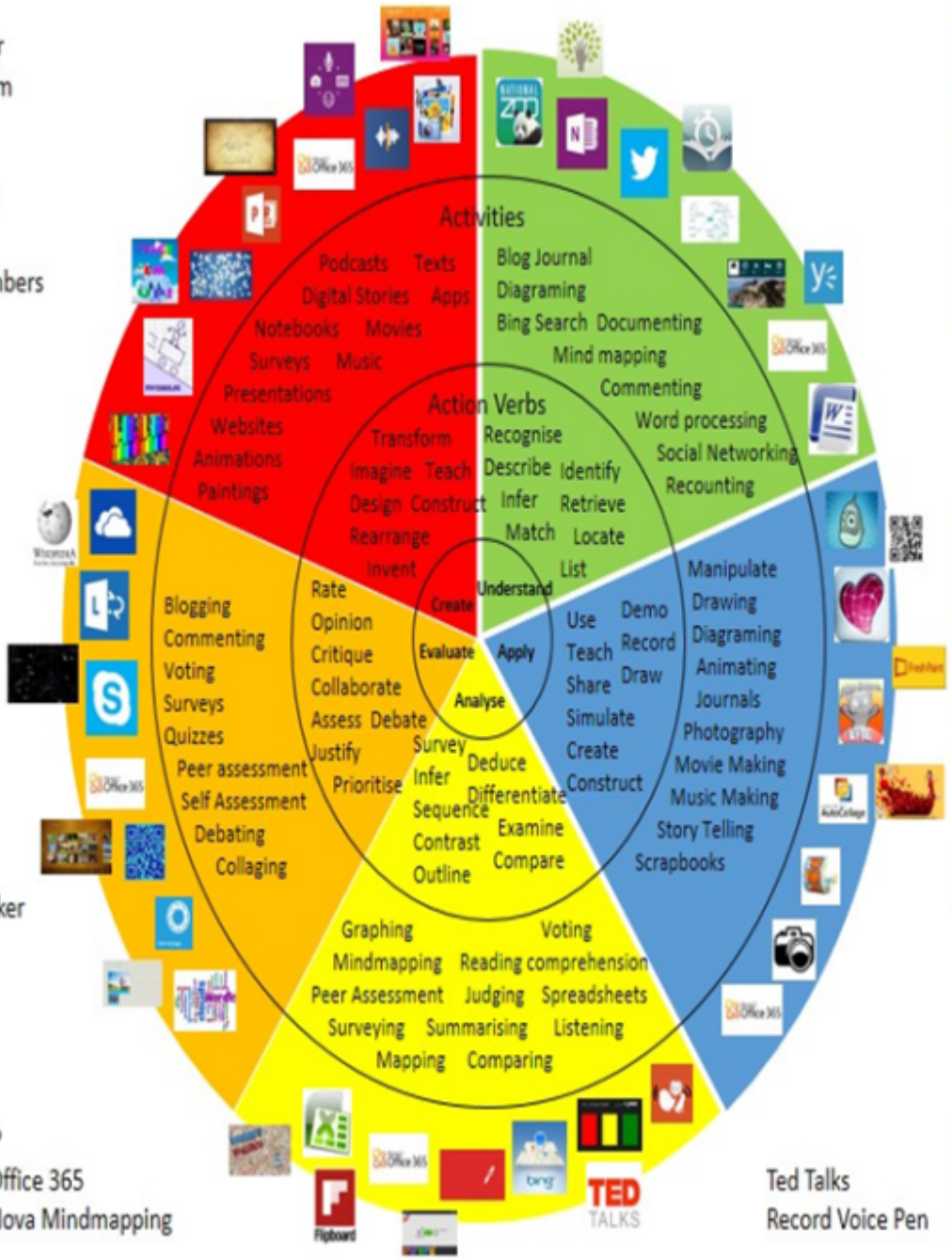
Win 8.1 Apps/Tools Pedagogy Wheel

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
Flipboard
Office 365
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.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.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.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.
PFL.9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
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.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Skills/Interdisciplinary Themes

The **21st Century Skills/Interdisciplinary Themes** that will be incorporated into Unit 5 include:

- Communication and Collaboration
- information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills

- 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

21st Century Skills presented in Unit 5 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 5 include:

- The student will be provided visual/auditory presentations during Unit 5 material and will have varied supplemental materials (Readwritethink, American Libraries Association, etc.). **http://gws.ala.org/category/literature-languages**
- Students will use a variety of Graphic Organizers based on the literature presented on any given week. http://www.readwritethink.org/classroom-resources/printouts/
- Various Stories may use Literature Circles.
- Guided Reading groups and story guides/story maps will be provided for various stories throughout the year.
- Tiered Activities/Assignments and Think-Pair-Share will be utilized when learning and reading books.

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 5 include:

- Provide modifications as dictated in the student's own IEP/504 plan.
- Preferential seating will be utilized.
- Secure attention of the student before reading a story.
- Story Guides/Story Maps will be utilized to increase Reading Comprehension.
- Multi-sensory activities will be used (dramatic enactment-Readers' Theater, Dioramas, poster, etc.) to increase reading comprehension
- Use of Smart TV to present stories or provide visual components when working on a Graphic Organizer.
- For completing library assignments the students will 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)

The **English Language** Learning adaptations that will be employed in Unit 5 include:

- Use of videos, illustrations, pictures, and drawings will be used to explain or clarify material presented in Unit 5
- Books and/or video counterpart in English Language Learner's Native Language (if available)will be utilized.
- Story Maps and/or Graphic Organizers will be utilized to increase Reading Comprehension.
- Multi-sensory activities will be used (dramatic enactment, Dioramas, poster, etc.) to increase reading comprehension
- Teaching the key aspects and eliminating the nonessential information when introducing the students to stories will be helpful to the ELL Learner.
- Asking peer tutors or pairing student with a more advanced English Language Learner to assist the beginning English Language Learner when required to complete a task.

- 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

Intervention Strategies that will be employed in the Unit 5 include:

- Use of videos, illustrations, pictures, and drawings will be used to explain or clarify material presented in Unit 5.
- Story Maps and/or Graphic Organizers will be utilized to increase Reading Comprehension.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to stories will be helpful to the "at risk" Learner.
- Multi-sensory activities will be used (dramatic enactment, Dioramas, poster, etc.) to increase reading comprehension
- Asking peer tutors to assist the "at risk" Learner when they are required to complete a task.
- 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)
- 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 5 include:

- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can read additional fiction books, explore, and investigate areas of interest.
- Create a plan to solve a local or global issue and present it to the class. They could achieve this by researching an area of interest and writing a nonfiction report and creating a multimedia presentation for the class.
- 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.
- Student driven research utilizing High School databases and presenting final Google Slide presentation to the class.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor

- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:

Starting research

NJSLS:

See above

AASL:

See above

Interdisciplinary Connection:

English, Social Studies, Science

Statement of Objective:

SWDAT:

To form a research question to begin their research

Create a list of keywords to begin their search

Plan their research timeline and outline what they are trying to prove with their research

Anticipatory Set/Do Now:
Where will you begin your research? How will you begin? What are the first steps you will take?

Learning Activity:

Students will enter the library and bring their chromebook. The LMS will review the tools available to the students to begin their research. Students will work with the LMS and classroom teacher to form a research question. By the end of the period, students should have three sources they can use as part of their research. The three sources should include articles from the databases, a credible website, and an article located through a google search

Student Assessment/CFU's:

See above

Materials:

Chromebook

Research project elements

Teacher handouts

21st Century Themes and Skills:

See above

Differentiation/Modifications:

See above

Integration of Technology:

chromebook

Databases