

# Unit 4: Seeing Things New

Content Area: **ELA**  
Course(s): **Sample Course, ELA 4**  
Time Period: **FebMar**  
Length: **7 Weeks Grade 12**  
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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **ENGLISH 4A GRADE 12**

### **UNIT 4 SEEING THINGS NEW**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by: Michele McDonough**

Teacher of English

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

## **Unit Overview**

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Throughout this unit, *Seeing Things New*, you will deepen your perspective on the concepts of vision and disillusion by reading, writing, speaking, listening, and presenting. These goals will help students succeed on the Unit Performance-Based Assessment.

## **Enduring Understanding**

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### READING GOALS

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- Read a variety of texts to gain the knowledge and insight needed to write about changing perspectives.
- Expand your knowledge and use of academic and concept vocabulary.

### WRITING GOALS:

- Write a reflective narrative in which you effectively incorporate key elements of a narrative.

- Conduct research projects of various lengths to explore a topic and clarify meaning.

#### LANGUAGE GOALS:

- Vary sentence types and structures to add interest to you writing and presentations.

#### SPEAKING AND LISTENING GOALS:

- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

## **Essential Questions**

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- Why are both vision and disillusion necessary?
- Do we ever make a judgement about someone based on first impression?
- Are first impressions misleading all the time, some of the time, or hardly ever?
- When can the way we look at things lead to growth and when can it hold us back?

## **Exit Skills**

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- Evaluate a reflective narrative
- Read poetry and fiction to better understand the ways writers express ideas
- Master elements of a reflective narrative
- Write a narrative
- Conduct research to clarify and explore ideas
- Deeper understanding of varying sentence types and structures to add interest to writing and

presentations

- Work together to build on one another's ideas, develop consensus, and communicate with one another
- Incorporate audio, visuals, and text in presentation

## **New Jersey Student Learning Standards (NJSL-S)**

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|                |   |
|----------------|---|
| LA.L.11-12.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.11-12.3   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| LA.L.11-12.3.A | Vary syntax for effect, apply an understanding of syntax to the study of complex texts.   |
| LA.L.11-12.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  |
| LA.L.11-12.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| LA.L.11-12.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| LA.L.11-12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.   |
| LA.W.11-12.3   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| LA.W.11-12.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  |
| LA.W.11-12.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid  |

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|                 | picture of the experiences, events, setting, and/or characters.  |
| LA.W.11-12.3.E  | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |
| LA.W.11-12.6    | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   |
| LA.W.11-12.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| LA.RL.11-12.1   | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.   |
| LA.RL.11-12.5   | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.                        |
| LA.RL.11-12.6   | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  |
| LA.RL.11-12.9   | Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. |
| LA.RL.11-12.10b | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.   |
| LA.SL.11-12.1   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.   |
| LA.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.  |
| LA.SL.11-12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.                                |
| LA.SL.11-12.5   | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  |
| LA.SL.11-12.6   | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  |

## **Interdisciplinary Connections**

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- Social Studies - Research people and history then analyze and connect to literature
- Technology - Publish and share work

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.

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|-------------------|---|
| SOC.6.1.12.A.1.b  | Analyze how gender, property ownership, religion, and legal status affected political rights.   |
| SOC.6.1.12.B.1.a  | Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.   |
| SOC.6.1.12.C.1.a  | Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.   |
| SOC.6.1.12.D.1.a  | Assess the impact of the interactions and conflicts between native groups and north American settlers.  |
| SOC.6.1.12.D.2.d  | Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.   |
| VPA.1.1.12.D      | Visual Art  |
| VPA.1.1.12.D.1    | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.                                  |
| VPA.1.1.12.D.CS1  | Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.   |
| VPA.1.1.12.D.CS2  | Stimuli for the creation of artworks can come from many places, including other arts disciplines.   |
| VPA.1.2.12.A.CS1  | Cultural and historical events impact art-making as well as how audiences respond to works of art.  |
| 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.A.1   | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.   |
| TECH.8.1.12.A.2   | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  |
| 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.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.   |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.   |
| 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.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.   |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats.   |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures.  |
| 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.D.1   | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.   |

TECH.8.1.12.D.CS2

Demonstrate personal responsibility for lifelong learning.

TECH.8.1.12.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.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.

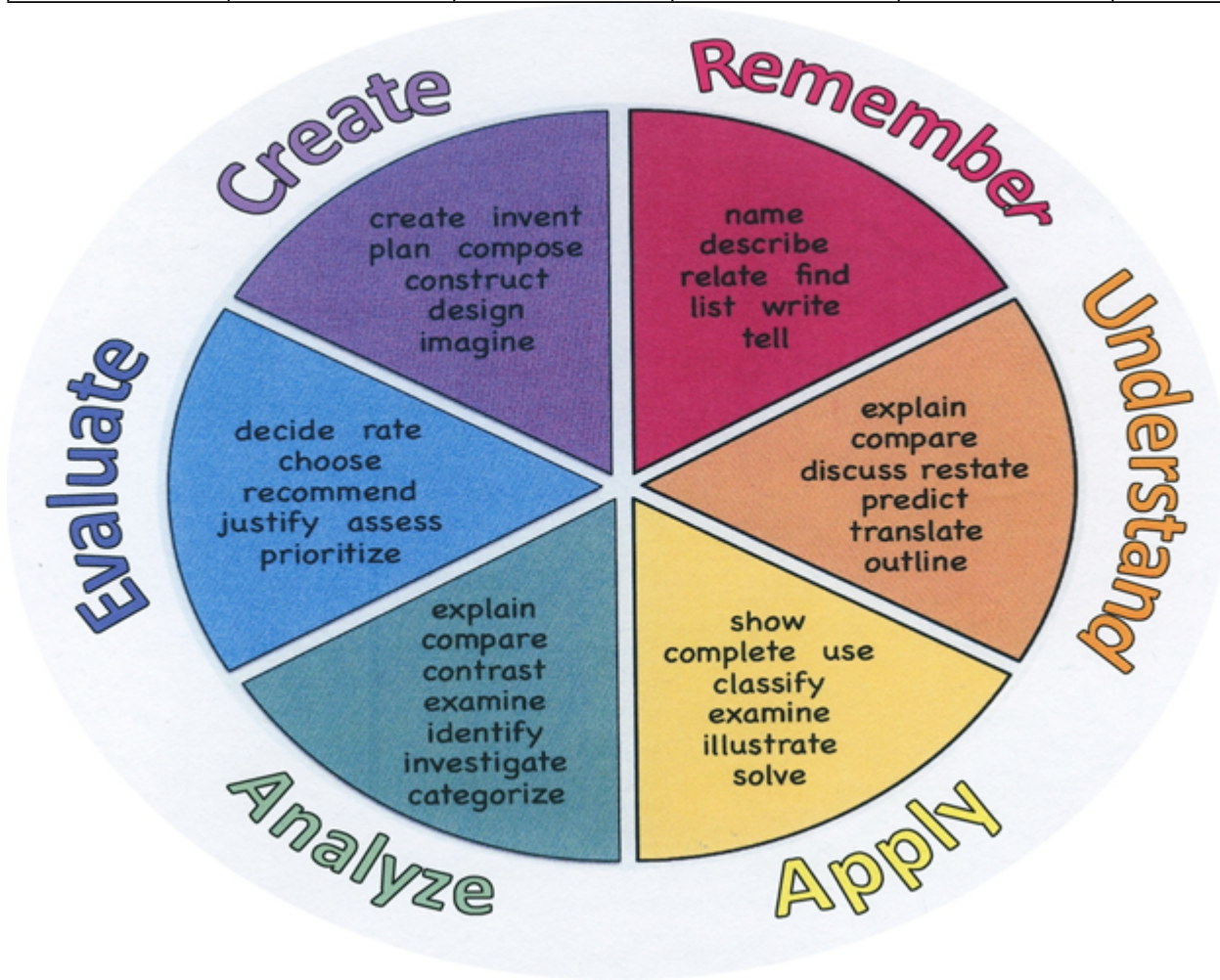
## Learning Objectives

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- Choose evidence to support author's claim
- Stay alert to counter-arguments alluded in the text
- Use transition words and varied syntax
- Interpret, translate, and critique various works of Shakespeare
- Effectively write an argument
- Track Rising Action
- Interpret Soliloquy
- Analyze Craft and Structure
- Interpret Symbols
- Explore Dialogue
- Identify Dramatic Irony
- Analyze Characterization
- Analyze Theme
- Analyze Figurative Language
- Analyze Imagery
- Analyze Rhyme

| 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<br>Outline<br>Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Paraphrase<br>Represent<br>Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Add<br>Calculate<br>Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Detect<br>Diagram<br>Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Rate<br>Support<br>Test | Drive<br>Devise<br>Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |
|---|---|---|---|-------------------------|---|





- Form literature circles and have students read one of the trade books throughout the course of the unit as a supplement to selections and activities.
- If you replace unit selections with a trade book, review the standards taught with those selections.
- Extend the unit by replacing independent reading selections with one of the trade books.
- However you chose to integrate trade books, the Pacing Guide (My Perspectives) offers suggestions for aligning the trade books with this unit.

#### ADDITIONAL ACTIVITIES:

- Whole Class Learning: Media Video
- Small Group Learning: Media News Article
- Independent Learning: Media Informational Text
- Unit Reflections
- Interactive Student Edition (My Perspective and online activities)
- Unit Performance-Based Assessment
- Allow students to choose their own projects based on areas they feel they will be most successful
- Writing Workshops using pre-determined peer partners
- Examine Cover Art, graphic design
- Project: Students are to create their own cover art
- Write a Narrative Essay

### **Assessment Evidence - Checking for Understanding (CFU)**

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#### **On Pearson Online Portal:**

Unit Quizzes - summative assessment

Selection Quizzes - summative assessment

Unit Tests - summative assessment

Selection Tests - summative assessment

Various worksheets to go along with selections - formative assessment

**Department Made:**

Quarterly Assessments/Common Benchmarks - summative assessment

Unit/Selection Review - formative assessment

**Teacher Made:**

Web-Based Assessments - alternative assessment

Various Assignments/Projects/Essay Topics - alternative assessment

Evaluation Rubrics - formative assessment

Exit Tickets - formative 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**

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### **Textbook: My Perspectives**

- **WHOLE CLASS LEARNING: A Valediction: Forbidding Mourning, by John Donne**
- **Holy Sonnet 10, by John Donne**
- **from Gulliver's Travels, by Jonathan Swift**
- **To His Coy Mistress, by Andrew Marvell**
- **To the Virgins, to Make Much of Time, by Robert Herrick**
- **Youth's the Season Made for Joys, by John Gay**
- **from the Divine Comedy: Inferno, by Dante Alighieri (translated by John Ciardi)**
- **The Second Coming, by William Butler Yeats**
- **Araby, by James Joyce**
- **The Explosion, by Philip Larkin**
- **Old Love, by Francesca Beard**
- **INDEPENDENT LEARNING (online): Diary: from Pillow Talk**
- **INDEPENDENT LEARNING (online): Poetry: Kuba Khan**

### **HEATH GRAMMAR TEXT**

#### **UNIT 1 Exploring the Writer's Craft**

**Chapter 1**

**Chapter 2**

## **Ancillary Resources**

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### **TRADE BOOKS:**

- **The Alchemist, by Paulo Coelho**
- **Crime and Punishment, by Fyodor Dostoyevsky**
- **Jude the Obscure, by Thomas Hardy**
- **The Things They Carried, by Tim O'Brien**

## **Technology Infusion**

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- <https://www.pearsonrealize.com>
- Subscription videos/Current events
- Online supplemental reading/Tradebooks/Leveled books/Leveled informational texts
- Interactive Student Edition textbook
- Digital Courseware
- Audio summaries
- EL Support Lesson

- Online assessments
- SafeAssign Plagiarism Checker
- Online Discussion boards
- Essay scorer
- PowerPoint Presentations
- Google Classroom
- Google Drive



## Alignment to 21st Century Skills & Technology

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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.CRP5   | Consider the environmental, social and economic impacts of decisions.  |
| CRP.K-12.CRP6   | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7   | Employ valid and reliable research strategies.   |
| CRP.K-12.CRP8   | Utilize critical thinking to make sense of problems and persevere in solving them.   |
| CRP.K-12.CRP9   | Model integrity, ethical leadership and effective management.  |
| CRP.K-12.CRP10  | Plan education and career paths aligned to personal goals.   |
| CRP.K-12.CRP11  | Use technology to enhance productivity.  |

|                   |  |
|-------------------|--|
| CAEP.9.2.12.C.5   | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.  |
| 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.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.  |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.  |

## **21st Century Skills/Interdisciplinary Themes**

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- 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**

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

## **Differentiation**

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- Varied resources and texts
- Build on student's strengths
- Teach Strategies for areas of deficiency
- Flexible grouping and pacing
- Various opportunities and choice as to how students demonstrate their learning. They can write, speak, conduct, create, research, record, share, and more.

**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)**

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- Modifications as dictated in the student's IEP/504 Plan
- Additional time for skill mastery
- Behavior management plan
- Modified test/test length
- Study guides provided

- 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
- multiple test sessions
- multi-sensory presentation
- 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)**

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- Using videos, illustrations, pictures and drawings to explain or clarify
- Providing study guides
- Decreasing amount of work presented/required
- Modifying tests
- Allow the use of note cards and/or open book during testing

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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**

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- Using videos, illustrations, pictures and drawings to explain or clarify
  - Providing study guides
  - Decreasing amount of work presented/required
  - Modifying tests
  - Allow students to correct errors
  - Reduce lengthy reading assignments
- 
- allowing students to correct errors (looking for understanding)
  - teaching key aspects of a topic. Eliminate nonessential information
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
  - allowing students to select from given choices
  - allowing the use of note cards or open-book during testing
  - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
  - decreasing the amount of work presented 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)**

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- Advanced problem-solving
- Higher order, critical and creative thinking skills and discovery
- Allow students to work at faster pace
- Create a blog
- Complete activities aligned with above grade level text using Benchmark results

- 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**

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Unit 1

