

# Unit 8- April New Preparation for State Board and Professional Salon Experience

Content Area: **CTE**  
Course(s): **Sample Course**  
Time Period: **April**  
Length: **20 days & Grade 10**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **Cosmetology 1, GRADE 10**

## **Unit 8- April- 2019-2020- Preparation for State Board and Professional Salon Experience**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

Prepared by: **Cosmetology Teacher, Jenna, Constantino**

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 K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

**Unit Overview**

---

**Month: April**

Shop

Hairstyling/ Roller setting

Facials/manipulations

Hairstyling/Comb out techniques

Finger waving

Facial makeup

Hair removal

**Theory**

Nail Structure and Growth

Nail Disorders and Diseases

## **Enduring Understanding**

---

- **Enduring Understanding:**

Students will learn the necessary skills to work professionally in the salon industry.

- **Essential Question:**

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

Are the students prepared to work on assignments and partners as models?

## **Essential Questions**

---

### **Essential Questions:**

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

### **Roller Curling/setting**

Is the learner able to demonstrate roller setting?

Is the learner able to have the knowledge of formation, direction, placing and combing out of all types of roller curls?

### **Facials/manipulations**

Is the learner able to describe the various skin types and conditions?

Is the learner able to describe the types of facials and facial packs?

Is the learner able to describe different types of products used in facials, and choose what to use accordingly?

Is the learner able to give a professional facial and facial massage with proper movements?

Is the learner able to demonstrate an understanding of skin types, facial movements and when not to give a facial treatment?

### **Comb Out Techniques**

Is the learner able to back comb/tease the hair?

Is the learner able to back brush the hair?

### **Finger Waving**

Is the learner able to wave the hair with the use of the fingers and comb?

Is the learner able to put ridges into the hair to form a style with the fingers and comb?

### **Facial Makeup application**

Is the learner able to describe the various skin types and conditions?

Is the learner able to describe the types of facials and facial packs?

Is the learner able to describe different types of products used in facials, and choose what to use accordingly?

Is the learner able to give a professional facial and facial massage with proper movements?

Is the learner able to demonstrate an understanding of skin types, facial movements and when not to give a facial treatment?

Is the learner able to demonstrate knowledge of the different methods of hair removal?

Is the learner able to select and apply various kinds of make-up?

Is the learner able to know the purpose of using makeup, proper selection and sanitary care in applying makeup?

Is the learner able to know the difference in selecting proper makeup for day, evening and stage?

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

Does the learner have knowledge of the different methods of hair removal (permanent and temporary)?

Is the learner able to explain the difference between temporary methods of hair removal?

Can the learner demonstrate the different techniques in temporary hair removal?

### **Nail Structure and Growth**

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

Is the learner able to discuss how nails grow?

### **Nail Disorders and Diseases**

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

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

---

## **Exit Skills**

For Example:

By the end of Unit 8

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

Shop

Hairstyling/ Roller setting

Facials/manipulations

Hairstyling/Comb out techniques

Finger waving

Facial makeup

Hair removal

**Theory**

Nail Structure and Growth

Nail Disorders and Diseases

## New Jersey Student Learning Standards (NJSL)

---

|                 |   |
|-----------------|---|
| 12.9.3.HU       | Human Services  |
| 12.9.3.HU.1     | Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.                         |
| 12.9.3.HU.2     | Evaluate the role of the family, community and human services in society and the economy.   |
| 12.9.3.HU.3     | Use effective communication with human services clients and their families.   |
| 12.9.3.HU.4     | Demonstrate ethical and legal conduct in human services settings.   |
| 12.9.3.HU.5     | Evaluate career opportunities in each of the Human Services Career Pathways.  |
| 12.9.3.HU.6     | Explain how human development principles enhance the wellbeing of individuals and families.   |
| 12.9.3.HU-CSM   | Consumer Services   |
| 12.9.3.HU-CSM.1 | Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.                                  |
| 12.9.3.HU-CSM.2 | Communicate product or equipment features that meet the needs of clients and consumers.   |
| 12.9.3.HU-CSM.3 | Make consumer services recommendations meeting the needs of clients or customers.   |
| 12.9.3.HU-CSM.4 | Analyze financial/economic situations when making recommendations about consumer services.  |
| 12.9.3.HU-CSM.5 | Use standard business processes or procedures to create consumer service information and facilitate client interactions.                                  |
| 12.9.3.HU-CSM.6 | Use a variety of methods to educate audiences about consumer services.  |
| 12.9.3.HU-CSM.7 | Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.  |
| 12.9.3.HU-PC    | Personal Care Services  |
| 12.9.3.HU-PC.1  | Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. |
| 12.9.3.HU-PC.2  | Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.                     |

|                 |  |
|-----------------|--|
| 12.9.3.HU-PC.3  | Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.  |
| 12.9.3.HU-PC.4  | Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.  |
| 12.9.3.HU-PC.5  | Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. |
| 12.9.3.HU-PC.6  | Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.  |
| 12.9.3.HU-PC.7  | Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.  |
| CAEP.9.2.12.C   | Career Preparation   |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment.  |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals.   |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans.   |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education.   |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.  |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.                                  |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.  |
| CAEP.9.2.12.C.8 | Assess the impact of litigation and court decisions on employment laws and practices.  |
| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability.   |

## **Interdisciplinary Connections**

---

Math skills

Science/Chemistry

Anatomy/biology/etc.

Reading- Inform. vocabulary/text

Writing analysis/evaluation,

Critical Thinking

Communication Skills

Collaboration

Business, sales and marketing

|               |  |
|---------------|--|
| 12.9.3.MK     | Marketing                                      |
| 12.9.3.ST     | Science, technology, engineering & mathematics |
| 12.9.3.MK-COM | Marketing Communications                       |
| 12.9.3.MK-SAL | Professional Sales Career Pathway              |
| 12.9.3.ST-SM  | Science & Mathematics Career Pathway           |

## Learning Objectives

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

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember  | Understand    | Apply       | Analyze       | Evaluate  | Create      |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose    | Classify      | Choose      | Categorize    | Appraise  | Combine     |
| Describe  | Defend        | Dramatize   | Classify      | Judge     | Compose     |
| Define    | Demonstrate   | Explain     | Compare       | Criticize | Construct   |
| Label     | Distinguish   | Generalize  | Differentiate | Defend    | Design      |
| List      | Explain       | Judge       | Distinguish   | Compare   | Develop     |
| Locate    | Express       | Organize    | Identify      | Assess    | Formulate   |
| Match     | Extend        | Paint       | Infer         | Conclude  | Hypothesize |
| Memorize  | Give Examples | Prepare     | Point out     | Contrast  | Invent      |
| Name      | Illustrate    | Produce     | Select        | Critique  | Make        |
| Omit      | Indicate      | Select      | Subdivide     | Determine | Originate   |
| Recite    | Interrelate   | Show        | Survey        | Grade     | Organize    |
| Select    | Interpret     | Sketch      | Arrange       | Justify   | Plan        |
| State     | Infer         | Solve       | Breakdown     | Measure   | Produce     |
| Count     | Match         | Use         | Combine       | Rank      | Role Play   |
| Draw      | Paraphrase    | Add         | Detect        | Rate      | Drive       |
| Outline   | Represent     | Calculate   | Diagram       | Support   | Devise      |
| Point     | Restate       | Change      | Discriminate  | Test      | Generate    |
| Quote     | Rewrite       | Classify    | Illustrate    |           | Integrate   |
| Recall    | Select        | Complete    | Outline       |           | Prescribe   |
| Recognize | Show          | Compute     | Point out     |           | Propose     |
| Repeat    | Summarize     | Discover    | Separate      |           | Reconstruct |
| Reproduce | Tell          | Divide      |               |           | Revise      |
|           | Translate     | Examine     |               |           | Rewrite     |
|           | Associate     | Graph       |               |           | Transform   |
|           | Compute       | Interpolate |               |           |             |
|           | Convert       | Manipulate  |               |           |             |
|           | Discuss       | Modify      |               |           |             |
|           | Estimate      | Operate     |               |           |             |
|           | Extrapolate   | Subtract    |               |           |             |
|           | Generalize    |             |               |           |             |
|           | Predict       |             |               |           |             |





## **Suggested Activities & Best Practices**

### **Activities:**

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

Active participation in class discussions

Successful questions/ note taking

Critical thinking questions (according to bloom's taxonomy)

Complete class room jobs for management purposes

Practice shop safety ( sterilizers, chemicals, SDS)

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

Chapter worksheets

Theory and practical workbooks on chapters

Situational problems for the cosmetology student

Milady U online Licensing Prep- chapter review tests

Tests & quizzes

Quarterly exams---decontamination

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

Tests & quizzes

Chapter review questions

Worksheets

Workbooks

Shop management

Safety precautions

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

---

Exit tickets for the purpose of checking for understanding, for example explaining the facial manipulations-formative assessment

Practical and written quizzes on facial products and manipulations to be certain students understand material taught by the teacher.

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

Tests & quizzes-summative assessment

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

---

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

Books from Milady publishing company, various internet websites, videos, posters, and diagrams, hands on materials for assignments for example, shears, rollers, brushes, pincurl clips, styling products, blow dryers, etc.

## **Ancillary Resources**

---

Active participation in class discussions

Information from product companies

Successful questions/ note taking

Critical thinking questions (according to bloom's taxonomy)

Complete class room jobs

Practice shop safety (sterilizers, chemicals, SDS)

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

Chapter worksheets

Theory and practical workbooks

Situational problems for the cosmetology student

Milady U online Licensing Prep- chapter review tests

Tests & quizzes

Quarterly exams

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

Chapter review questions

Worksheets

Workbooks

Shop management

Safety precautions

## **Technology Infusion**

---

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



## Alignment to 21st Century Skills & Technology

---

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

|                 |  |
|-----------------|--|
| CRP.K-12.CRP1   | Act as a responsible and contributing citizen and employee.  |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.                    |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.  |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.  |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest   |

value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

|                   |  |
|-------------------|--|
| CRP.K-12.CRP7.1   | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.  |
| CRP.K-12.CRP8.1   | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.   |
| CRP.K-12.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. |
| CAEP.9.2.12.C     | Career Preparation   |
| CAEP.9.2.12.C.1   | Review career goals and determine steps necessary for attainment.  |
| CAEP.9.2.12.C.2   | Modify Personalized Student Learning Plans to support declared career goals.   |
| CAEP.9.2.12.C.6   | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.  |
| 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.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.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures.   |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems.   |

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

---

- 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

---

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

## Differentiation

---

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

Teacher will demonstrate assignments in small groups such as proper hair and scalp manipulations.

Teacher will give study guide notes based on specific topics such as sanitation.

### 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

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

A few examples for Special Education Learning are...

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

Student will repeat the procedure on how to properly create fingerwaves and then they will perform the technique on their manikin.

In theory we will print out our powerpoints so the student has a copy of the notes, we will seat students in the front of the room and pair them with other students.

- 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)**

---

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

A few examples for English Language Learners are ...

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

Peers will help tutor ELL students.

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

---

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

A few examples for Intervention Strategies ...

To teach students key topics that are on their state licensing exam..for example, continue to reinforce

decontamination practices since 30% of their licensing exam is on decontamination.

Peers will help tutor students.

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

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

---

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

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

To have students begin creating a portfolio of their work.

Give students challenging assignments in shop and theory.

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

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace

- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

---

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

