Unit 3: Getting from Here to There

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Unit 3: Getting from Here to There

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fifth Grade English Language Learners (ELL)

Unit 3: Getting from Here to There

Belleville Board of Education

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Unit Overview

"Wonders for English Learners offers instruction specifically designed to create learning experiences that inspire confidence, increase student engagement, and build language skills. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. All instruction connects with core Wonders content, providing a seamless pathway for students to access content at their proficiency level, build understanding, and engage in the core classroom."

In Unit Three, ELLs will read about different cultures and understand the importance of accepting and appreciating a diverse world. Topics covered in Unit Three include cultural exchange, being resourceful, patterns, teamwork, and into the past.

Enduring Understandings

Week 1. Investigate what we can learn from different cultures.

Week 2. Investigate how learning about nature can be useful.

Week 3. Identify and explain patterns.

Week 4. Identify the benefits that come when people work together.

Week 5. Draw conclusions about how we can explain what has happened in the past.

Essential Questions

During Unit 3, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's BIG IDEA: "What kinds of experiences can lead to new discoveries?" Below, see how the BIG IDEA is explored through weekly "Concepts" and "Essential Questions" which form the basis for exploration and discussion throughout the week.

Week 1:

Concept: Getting from Here to There

Essential Question: What can learning about different cultures teach us?

Week 2:

Concept: Getting from Here to There

Essential Question: How can learning about nature be useful?

Week 3:

Concept: Getting from Here to There

Essential Question: Where can you find patterns in nature?

Week 4:

Concept: Getting from Here to There

Essential Question: What benefits come from people working as a group?

Week 5:

Concept: Getting from Here to There

Essential Question: How do we explain what happened in the past?

Exit Skills

By the end of this unit, ELLs will be able to:

- Develop oral vocabulary to use when talking about a topic.
- Ask and answer questions after actively listening to a read-aloud
- Ask and answer questions about key details in a text
- Read with sufficient accuracy and fluency to support comprehension
- Demonstrate comprehension of text through written response to a prompt
- Elaborate and ask questions to request clarification
- Support ideas with text evidence
- Determine the main idea and supporting details
- Apply grade level phonics skills

New Jersey Student Learning Standards (NJSLS)

LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.8	(Not applicable to literature)
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Interdisciplinary Connections

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.1.4.D.CS10	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.

Learning Objectives

- Develop and expand oral vocabulary.
- Elaborate and ask questions to request clarification.
- Support ideas with text evidence.
- Determine the main ideas and supporting details.
- Paraphrase information to demonstrate understanding.
- Collaborate to converse about a topic.
- Describe traits of a character.
- Recognize different types of sentences.
- Write sentences to respond to a prompt.
- Form opinions.
- Ask and answer questions about key details in a text.
- Discuss activities and events that occur in a story.
- Develop language to use when talking about a topic.
- Identify and read High-Frequency Words.
- Identify and practice phonemes within words.
- Retell a story.
- Create words with Word Building Cards.
- Identify complete sentences and fragments.
- Draw conclusions about a character's feelings.
- Create an informational writing piece that describes characters in a story.
- Participate in an interactive Read Aloud.
- Summarize information.
- Identify similarities and differences.
- Respond to the text by revisiting the essential question, discussing it, and writing about it.

- Use conjunctions to connect sentences.
- Answer questions about a piece of writing.
- Use a graphic organizer.
- Write to a specific prompt.

Suggested Activities & Best Practices

Unit 3, Week 1

- Review Weekly Vocabulary - display the visual vocabulary cards appreciation, blurted, complimenting, congratulate, contradicted, critical, cultural, misunderstanding. Have partners discuss the words using the photos and sentences. Have groups make up sentences with the words. Then have students sort the weekly vocabulary words and more vocabulary words alphabetically in their notebooks.
- Writing Prompt - share cultural experiences so that students can learn to appreciate other cultures.

Unit 3, Week 2

- Review Weekly Vocabulary - display the visual vocabulary cards civilization, complex, cultivate, devise, fashioned, resourceful, shortage, tormentors. Have partners discuss the words using the photos and sentences. Have them make up sentences with the words using frames.
- Writing Prompt - think about a time you saw something beautiful in nature. Describe the experience.

Unit 3, Week 3

- Review Weekly Vocabulary - display the visual vocabulary cards visible, structure, formation, erode, particles, contact, moisture, repetition. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Have partners take turns holding up a visual vocabulary card while the other partner guesses the word. Have students write the words in their notebooks.
- Write About It - Have partners work together to write 2- 4 sentences explaining how the rock cycle is a pattern of transformation.

Unit 3, Week 4

- Review Weekly Vocabulary - display the visual vocabulary cards artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Then have students sort the weekly vocabulary words and more vocabulary words in their notebooks according to part of speech.
- Write About It - Have partners work together to write 2 - 4 sentences explaining why it is important for groups to collaborate with each other to solve problems.

Unit 3, Week 5

- Review Weekly Vocabulary - display the visual vocabulary cards preserved, intact, archaeologist, era, remnants, reconstruct, and fragments. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Have partners create sentences using as many vocabulary words and more vocabulary words as

they can in one sentence. Tell them to write the words in their notebooks.

- Write About It - Have partners write 2 - 4 sentences explaining how studying objects can help explain what happened in the past.

Assessment Evidence - Checking for Understanding (CFU)

Unit Assessment:

- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Grammar
- Speaking
- Writing
- Option for Paper/Pencil and Digital Assessments

- 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

- Literature Anthology
- Reading/Writing Workshop
- ELD Visual Vocabulary Cards
- ELD Oral Language Cards
- Your Turn
- Interactive Read Alouds
- Reading/Writing Workshop
- ELD Companion Worktexts(Beginning, Intermediate, Advanced)

Ancillary Resources

- Sound-Spelling Cards
- High-Frequency Cards
- Letter Cards

- Word Building Cards
- eBooks
- Differentiated Texts
- Leveled Readers
- Student Practice Worksheets

Technology Infusion

- https://my.mheducation.com/login
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Weekly and Unit Video Clip Openers

Alignment to 21st Century Skills & Technology

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

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

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.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.
TECH.8.1.5	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.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

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

- Leveled Readers
- Differentiated Text
- The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners
- Student Practice Worksheets

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)

- If children don't use descriptive words to talk about characters, plot or setting then review images from the story and have children describe what they see.
- If children use incorrect language when speaking about classroom work then provide different scenarios and model using the correct language for each.
- If children don't use academic language and lesson vocabulary in their writing then review academic language and lesson vocabulary in context.
- If children answer questions with one-word answers then repeat their answer using a complete sentence. Then have them try again.
- Special Education and Resource Room Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series.

- 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)

- Have children write a few sentences in response to the following prompt. Tell children you will ask them questions about what they wrote.

Week 1. Tell about some of the things that Paul learned about Argentina's culture.

Week 2. Choose one of the characters you've read about this week and mention what he or she knows about nature that is useful

Week 3. Choose one thing you learned this week about patterns in nature. Tell three ways you culd find answers to questions about patterns.

Week 4. Choose a hero you have read about this week. Tell three ways that this hero (or group of heroes) helped with the Deepwater Horizon oil spill.

Week 5. How do we explain what happened in the past?

- Prove sentence frames.
- Have partners collaborate.
- Ask and and answer questions about this week's essential question for beginning, intermediate and advanced learners.
- ESL Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series. Furthermore, there are lessons designed to meet the needs of Beginning, Intermediate, and Advanced ESL students.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Use online Reteaching lessons for vocabulary, comprehension and writing.
- Use the Language Development Cards for grammar and vocabulary.
- Use Foundational Skills Lesson Cards for phonological awareness, phonemic awareness, phonics, word recognition, structural analysis, and fluency.

- 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)

At the end of each unit:

- Use the paragraph children wrote in Write to Two Sources for evaluation.
- After children have finished their writing, meet with them one on one. After you've read their sentences or paragraphs, ask questions about what they wrote. You might ask them to expand on a fact or ideas they included or to explain why they included certain information.
- If advanced children are able to write and express ideas to meet a variety of academic task, they may be ready to move to on-level for some tasks.

- 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: