Unit 4: Concepts about Print / Nonprint Resources

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Course(s): **Library/Media Gr. 5**
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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fifth Grade Library/Media

Unit 4: Concepts about Print/Nonprint Resources

Belleville Board of Education

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Unit Overview

 Unit Overview for Fifth Grade, Unit 4 - Concepts about Print/Nonprint Resources major focus is for students to recognize and identify parts of a book (cover, title page, illustrations, spine, spine label, table of contents, publisher, glossary and Index). They will also learn about the different role of an author or illustrator play in the creation of writing a book. They will become an author/illustrator themselves, when they create their author and illustrator page in their library skill booklet. They will be able to point out where you would find the name of an author on the cover of a book or ebook. Students will be introduced to resources that are available in a school library or public library, like a Picture Dictionary. They will understand that a dictionary contains words and definitions. The student will also be introduced to an Atlas and will recognize that they contain maps that represent an area. They will learn how to do a Google search when looking for words or images. The student will also be introduced to utilizing Mapquest-or Google Maps online as a resource.

Enduring Understandings

 Enduring understandings:

- **Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.**
- **Designing and creating from the appropriate types of media for a specific purpose enhances learning.**
- **Acquisition, evaluation, and use of materials should meet a specific need.**
- **Skills learned and mastered at the school library can be used at the public library.**
- **Exploring a variety of print material will help students learn how the physical features of books and other resources contribute to meaning.**

Essential Questions

Essential Questions are:

- **How do you recognize parts of a book?**
- **Why is it important to understand how to use the resources in a book and online?**
- **What features of a book help you decide if you would like to read it or if it has the information you are seeking?**
- **Who is responsible for producing a book?**
- **What are some of the reasons for choosing to read a fiction book?**
- **What are some of the reasons for choosing to read a nonfiction book?**
- **How can you determine which sources have the best information for your specific needs?**
- **How can you use the organizational structure of a source to access information?**

Exit Skills

By the end of 5th Grade, Library Media Unit 4 - Concepts About Print/Nonprint Resources , the students should be able to:

- **Verbally demonstrate knowledge of Unit 4 Vocabulary.**
- **Identify and locate Parts of a Book (Cover, title page, illustrations, spine, spine label, table of contents, publisher, glossary and Index).**

- **Identify and explain the roles of the author and illustrator.**
- **Beginning knowledge of Print/Nonprint Resources (Dictionaries,Encyclopedia, Thesaurus, United States Atlas, Almanac) available in the school library/public library.**
- **Recognition of determining factors in choosing a book that meets their needs.**

New Jersey Student Learning Standards (NJSLS)

N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 4 Concepts About Print/Nonprint Resources include:

IV.B.4	Organizing information by priority, topic, or other systematic scheme.
IV.C.1	Accessing and evaluating collaboratively constructed information sites.
IV.C.3	Joining with others to compare and contrast information derived from collaboratively constructed information sites.
IV.D.1	Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
IV.D.2	Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
IV.D.3	Openly communicating curation processes for others to use, interpret, and validate.
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.5.7	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.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.5.5	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.5.7	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.5.9	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.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.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.5.4	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.
VI.A.1	Responsibly applying information, technology, and media to learning.
VI.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
VI.B.2	Acknowledging authorship and demonstrating respect for the intellectual property of others.
VI.C.1	Sharing information resources in accordance with modification, reuse, and remix policies.
VI.C.2	Disseminating new knowledge through means appropriate for the intended audience.
VI.D.1	Personalizing their use of information and information technologies.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 4 - Concepts about Print/Nonprint include:

- **Language Arts**
- **Technology**
- **Social Studies**
- **Science and Science Inquiry**
- **Mathematics**

MA.5.OA.A	Write and interpret numerical expressions.

SCI.5-ESS2-2	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
SCI.5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
SOC.6.1.8.B	Geography, People, and the Environment
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Learning Objectives

Effective Learning Objectives Used in Lesson Planning:

- **Identify** and **Utilize** the parts of a book (cover, title page, spine, spine label, table of contents, publisher, glossary and Index).
- **Develop** and **Produce** the work of an author and illustrator.
- **Compare** and **Select** Print and Nonprint resources.

Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- **Introduce Unit 4 Library Vocabulary.**
- **Introduce and continually review Parts of a Book when reading a story or nonfiction book.**
- **Students complete Parts of a Book activities to reinforce instruction.**
- **Familiarize the learner with the roles of the author/illustrator.**
- **Practice writing a story using Scholastic Story Starters website http://www.scholastic.com/teachers/story-starters/**
- **Students view popular author/illustrator video clips on the process of writing/illustrating a book.**
- **Students practice being an author/illustrator with completion of worksheet activities.**
- **Acquaint the learner with Print/Nonprint Resources (Dictionary, Almanac, Encyclopedia, Thesaurus, Atlases) available in the school library/public library and online.**
- **Suggest various factors readers use when choosing a nonfiction book for their research needs.**
- **Familiarize and/or Review with students the NJSLA-ELA/M and NJSLA-S Assessments or the replacement test. https://nj.mypearsonsupport.com/practice-tests/**

Assessment Evidence - Checking for Understanding (CFU)

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

- Question Stems that are framed around Bloom's Taxonomy will be utilized throughout Unit 4 - Concepts About Print/Nonprint to check for understanding various library skills.
- Pre-assessment/Post-assessment will be utilized to measure student's prior Print/Nonprint skills, growth, and attainment of the skills learned.
- Learning Center Activities for print/nonprint (i.e. Parts of a book, Dictionary, Thesaurus, Almanacs (Google Maps), Encyclopedia (Fact Monster/Worldbook Online) will be used as an assessment.

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

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

Primary Resources & Materials

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

- **The Complete Library Skills Grade4-McGraw-Hill Children's Publishing.**
- **Library Safari: Unique Library and Research Activities!**
- **Practice writing a story using Scholastic Story Starters website http://www.scholastic.com/teachers/story-starters/**
- **To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla**
- **To create MLA (Modern Language Association) citations - Citation Machine http://www.citationmachine.net/mla**
- **To create MLA (Modern Language Association) citations Easy Bib http://www.easybib.com/**
- **How to Use the Dictionary-Developing Language Skills - World Almanac Education or Online dictionary https://www.merriam-webster.com/**
- **Using the Thesaurus: Activities to Encourage Creative Writing-World Almanac Education**
- **Survey the U.S.A. Grades 3-5 World Almanac Education - Atlas & Geography Lessons for Grades 3-5.**
- **Be a Map Master! - Scholastic News Activity Book to expose students to a variety of maps and map skills.**
- **World Almanac for Kids Activities (Facts Take Shape Part 1, Facts Take Shape Part 2, State Stats Part 1, State Stats Part 2, Animal Facts, Going Global Part 1, Going Global Part 2, Sports Fun) to be used with the World Almanac for Kids book or online Almanac.**
- **Familiarize and/or Review with students the NJSLA-ELA/M and NJSLA-S Assessments or the**

replacement test. **https://nj.mypearsonsupport.com/practice-tests/**
- **Cool Country Report Activity to be used with print/nonprint Encyclopedia https://www.factmonster.com/ .**
- **Scholastic Bookflix Author/Illustrator biographies and author/illustrator websites and interview links   http://bkflix.grolier.com/**

Categories-

- **Animals and Nature**
- **Earth and Sky**
- **People and Places**
- **ABC's and 123's**
- **Family and Community**
- **Music and Rhyme**
- **Adventure**
- **Celebrations**
- **Imagination**

 American Library Association - Great Websites for Kids http://gws.ala.org/ (Categories of Website collection-Animals,The Arts,History and Biography, Literature & Languages, Mathematics and Computers, Reference Desk, Sciences, Social Sciences)

Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) - http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001

Ancillary Resources

Ancillary Resources included in Unit 4 include:

- **Stretchy Library Lessons-Library Skills**
- **Stretchy Library Lessons-Multicultural Activities**
- **Stretchy Library Lessons-Research Skills**

Technology Infusion

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

Utilization of the Smart TV to view the following websites:

- **Scholastic Bookflix - http://bkflix.grolier.com/**
- **Storyline Online - http://www.storylineonline.net/**
- **Practice writing a story using Scholastic Story Starters website http://www.scholastic.com/teachers/story-starters/**
- **To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla**
- **To create MLA (Modern Language Association) citations - Citation Machine http://www.citationmachine.net/mla**
- **To create MLA (Modern Language Association) citations Easy Bib http://www.easybib.com/**
- **Familiarize and/or Review with students the NJSLA-ELA/M and NJSLA-S Assessments or the replacement test. https://nj.mypearsonsupport.com/practice-tests/**
- **American Library Association - Great Literature and Languages Websites for Kids - http://gws.ala.org/category/literature-languages**
- **Youtube-Story books for Children https://www.youtube.com/**
- **Teacher tube - http://www.teachertube.com/**
- **Epic! for Educators - https://www.getepic.com**
- **Factmonster.com Online Dictionary-Encyclopedia-Thesaurus-Almanac-Atlas-Timelines https://www.factmonster.com/**
- **Online Dictionary https://www.merriam-webster.com/**
- **American Library Association - Great Websites for Kids http://gws.ala.org/ (Categories of Website collection-Animals,The Arts,History and Biography, Literature & Languages, Mathematics and Computers, Reference Desk, Sciences, Social Sciences)**
- ** Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) - http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001**

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pen

Activities

Podcasts   Texts
Digital Stories   Apps
Notebooks   Movies
Surveys   Music
Presentations
Websites
Animations
Paintings

Blog Journal
Diagraming
Bing Search Documenting
Mind mapping
Commenting
Word processing
Social Networking
Recounting

Action Verbs

Transform   Recognise
Imagine Teach   Describe Identify
Design Construct   Infer   Retrieve
Rearrange   Match   Locate
Invent   List

Rate   Understand
Opinion
Critique
Collaborate
Assess Debate
Justify
Prioritise

Create
Evaluate   Apply
Analyse

Use   Demo
Teach   Record
Share   Draw
Simulate
Create
Construct

Manipulate
Drawing
Diagraming
Animating
Journals
Photography
Movie Making
Music Making
Story Telling
Scrapbooks

Blogging
Commenting
Voting
Surveys
Quizzes
Peer assessment
Self Assessment
Debating
Collaging

Survey
Infer   Deduce
Sequence   Differentiate
Contrast   Examine
Outline   Compare

Graphing   Voting
Mindmapping   Reading comprehension
Peer Assessment   Judging   Spreadsheets
Surveying   Summarising   Listening
Mapping   Comparing

TED TALKS

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.

PFL.9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
PFL.9.1.8.B.10	Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.5.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.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
TECH.8.1.5.A.5	Create and use a database to answer basic questions.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Skills/Interdisciplinary Themes

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

- Communication and Collaboration
- Information Literacy

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

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

21st Century Skills

21st Century Skills presented in Unit 4 include:

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

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

Differentiation

Effective educational Differentiation used within Unit 4 include:

- The student will be provided visual/auditory presentations during Unit 4 material and will have varied supplemental materials (websites, instructional youtube videos, etc.) and assistive technology (Google voice)when necessary.

- Students will be provided with simple, specific directions as to what the student is required to do and will pair these instructions with a visual using the Smart TV.
- Students will be given extra time to complete the task on the presented materials.
- Center-Based, multi-sensory approach and instruction that include Tiered Activities/Assignments will be used during Unit 4- Concepts About Print/Nonprint Resources.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects

- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

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

- Provide modifications as dictated in the student's own IEP/504 plan.
- Preferential seating will be utilized.
- Secure attention of the student before giving instructions/directions and having the student repeat the directions back in order to check for understanding.
- Modification and shortening of the student's assignments and test length will be utilized when appropriate.
- Center-Based and multi-sensory instruction will be used when learning Concepts About Print/Nonprint Resources.
- For completing Activities for Concepts About Print/NonPrint the student will work side by side with

an assigned partner.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- 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)

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

1. Use of instructional videos, Google Translate, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 4.

2. Teaching the key aspects and eliminating the nonessential information when introducing the students to Concepts About Print/Nonprint Resources.

3. Asking peer tutors to assist the English Language Learner when they are required to complete a task.

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

At Risk

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

1. Use of instructional videos, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 4.

2. Teaching the key aspects and eliminating the nonessential information when introducing the students to concepts about Print/Nonprint Resources.

4. Asking peer tutors to assist the "At Risk" Learner when they are required to complete a task.

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

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using authentic assessments with real-life problem-solving

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

- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

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

1. Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can read additional fiction books, explore, and investigate areas of interest.

2. Create a plan to solve a local or global issue and present it to the class. They could achieve this by researching a self-selected topic using the Resources presented in Unit 4 and writing a nonfiction report, create a 3-dimensional map, or by creating a multimedia presentation for the class.

3. Utilize project-based learning for greater depth of knowledge utilizing a higher order, critical & creative thinking skills, and discovery and present completed activities to the class.

- 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: