Unit 5: Information Literacy

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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 5: Information Literacy

Belleville Board of Education

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Unit Overview

 The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is where students can acquire knowledge and gain insight. Informational literacy has progressed from the simple definition of using reference resources to finding information. Research shows that student test scores are higher when classroom teachers plan with school librarians and schedule research in the school library using books, online databases, and the Internet. The 21st-century learners must become proficient at analyzing and evaluating information and new knowledge from multiple resources. The library media specialist will model and collaboratively teach these skills and strategies. In Unit 5, Informational Literacy, the library media specialist will provide in depth information and help students develop their research and informational skills. There are multiple types of resources and tools available for gathering and disseminating information that include award-winning books, nonfiction books that support the curriculum, online resources, dictionaries, encyclopedias, and atlases.

Enduring Understandings

 Enduring understandings:

- **Reading for information has lifelong applications.**
- **Information from various resources must be analyzed and applied appropriately.**
- **Acquisition, evaluation, and use of materials should meet a specific need.**
- **Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.**
- **Researchers gather and critique information on a topic from a variety of sources for specific purposes.**
- **Researchers synthesize information from a variety of sources to answer a question.**
- **Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the**

text.

Essential Questions

Essential Questions are:

- **What are the learning skills and strategies that students need to successfully find information?**
- **Where can students find relevant and authorative information?**
- **What is the research process (Big 6 Research Process)?**
- **How does the research process differ depending on my need (personal vs. school)?**
- **What is the information and understanding needed to successfully and independently locate a specific resource, in an elementary school library media center, or using OPAC (Online Public Access Catalog) from the public library?**
- **How can the skills you use to search the OPAC be used to search other databases?**
- **Where is information that I plan to use located?**
- **How do I find books related to my personal interests and curriculum?**
- **How does my understanding of library organization affect how I access, evaluate, and use information?**
- **How do I find information in the library?**
- **How does understanding a text's structure help me better understand its meaning**.

Exit Skills

By the end of fifth grade, Unit 5 - Information and Literacy, students will be able to:

- Select appropriate resources based on age, reading level, and personal interest.
- Identify, select, and utilizes print and online reerence materials to satisfy a particular information need (i.e. dictionary, encyclopedia, atlas, almanac, etc.).
- Identify and utilize the table of contents page, index, and glossary in a nonfiction book.
- Identify key words/phrases to effectively search for information.
- Find and utilize reliable, authoritative websites for research.
- Differentiate between skimming and scanning and when to use each technique.
- Paraphrase information from resources when completing research projects.
- Identify parts of a book, encyclopedia, and website needed to create a MLA citation.
- Effectively use a dictionary/thesaurus (i.e. guide words, parts of speech, etc.).
- Navigate a print and online encyclopedia to find information.
- Extract information from a website or informational text for a research proect (i.e. notetaking skills).
- Select and use appropriate biographies in narrative and informational formats.
- Understand, analyze, evaluate, synthesize and apply appropriate information.
- Use the research process (Big 6 Research Process) to better locate desired information.
- Understand and use techniques to avoid plagiarism.
- Understand the need to cite sources of information in the MLA format (Works Cited).
- Develop effective communication skills using technology/digital media tools.

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:

I.A.1	Formulating questions about a personal interest or a curricular topic.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.B.1	Using evidence to investigate questions.
I.B.2	Devising and implementing a plan to fill knowledge gaps.
I.B.3	Generating products that illustrate learning
I.C.1	Interacting with content presented by others.
I.C.2	Providing constructive feedback.
I.C.3	Acting on feedback to improve.
I.C.4	Sharing products with an authentic audience
I.D.1	Continually seeking knowledge.
I.D.2	Engaging in sustained inquiry.
I.D.3	Enacting new understanding through real-world connections.
I.D.4	Using reflection to guide informed decisions.
V.B.1	Problem solving through cycles of design, implementation, and reflection.
V.B.2	Persisting through self-directed pursuits by tinkering and making.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
V.C.2	Co-constructing innovative means of investigation.
V.C.3	Collaboratively identifying innovative solutions to a challenge or problem
V.D.1	Iteratively responding to challenges.
V.D.2	Recognizing capabilities and skills that can be developed, improved, and expanded.
V.D.3	Open-mindedly accepting feedback for positive and constructive growth.
IV.A.1	Determining the need to gather information.
IV.A.2	Identifying possible sources of information.
IV.B.2	Collecting information representing diverse perspectives.
IV.B.3	Systematically questioning and assessing the validity and accuracy of information.
IV.C.2	Contributing to collaboratively constructed information sites by ethically using and reproducing others work.
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.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.5.5	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.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
VI.B.1	Ethically using and reproducing others work.
VI.B.2	Acknowledging authorship and demonstrating respect for the intellectual property of others.
III.A.2	Developing new understandings through engagement in a learning group.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 5-Information Literacy include:

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

MA.5.OA.A	Write and interpret numerical expressions.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
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.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
5-ESS1-2.4	Analyzing and Interpreting Data
5-ESS1-2.4.1	Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.
5-ESS1-1.7.1	Support an argument with evidence, data, or a model.

Learning Objectives

Effective Learning Objectives Used in Unit 5 - Information Literacy Lesson Planning include:

- **Select** appropriate resources based on age, reading level, and personal interest.

- **Determine** reference materials and research skills to support their classroom units of study.
- **Identify** features of a nonfiction book.
- **Select** a nonfiction book and **illustrate** some facts.
- **Recognize** the purpose of a dictionary and begin to learn dictionary skills.
- **Navigate** print and nonprint dictionaries and encyclopedias.
- **Compare** and **Select** Print and Nonprint resources.
- **Recognize** that websites can provide information for research.

Suggested Activities & Best Practices

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

- **The Complete Library Skills Grades 3-McGraw-Hill Children's Publishing.**
- **Great Activities for Learning How to Use Reference Books, Scholastic.**
- **Nonfiction/Informational texts.**
- **Demonstrate and explain ways the student can avoid plagiarizing.**
- **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/**
- **Beginner Dictionaries**
- **Various websites to support Grade 3-5 curriculum**
- **factmonster.com**
- **American Library Association - Great Reference Websites for Kids - http://gws.ala.org/category/reference-desk**
- **American Library Association - Great websites for Kids http://gws.ala.org/ (Animals, The Arts, History and Biography, Literature and Language, Mathematics and Computers, Reference Desk, Sciences, and Social Sciences**
- **Merriam-Webster Dictionary https://www.merriam-webster.com/**
- **NEWELA.com**
- **Scholastic Bookflix website links for research http://bkflix.grolier.com/**
- **worldbook online - http://worldbookonline.com/wb/products?ed=all&gr=Welcome+Belleville+Middle+School**

Categories-

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

- **Imagination**

Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) -
http://www.scholastic.com/teacher/videos/teacher-videos.htm#319441393001/3250436379001

Assessment Evidence - Checking for Understanding (CFU)

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

- Pre-assessment/Post-assessment will be utilized to measure student's knowledge of Print/Nonprint sources.
- KWL Charts and/or Outlines will be utilized as an assessment tool in the Research Process.
- Multimedia Poster, Written and/or Multimedia report will be self-assessed and/or assessed using an Evaluation rubric.

- 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 Grades 3-McGraw-Hill Children's Publishing.**
- **Great Activities for Learning How to Use Reference Books, Scholastic.**
- **Nonfiction/Informational texts.**
- **Demonstrate and explain ways the student can avoid plagiarizing.**
- **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/**
- **Beginner Dictionaries**
- **Various websites to support Grade 3-5 curriculum**
- **factmonster.com**
- **American Library Association - Great Reference Websites for Kids - http://gws.ala.org/category/reference-desk**
- **American Library Association - Great websites for Kids http://gws.ala.org/ (Animals, The Arts, History and Biography, Literature and Language, Mathematics and Computers, Reference Desk, Sciences, and Social Sciences**
- **Merriam-Webster Dictionary https://www.merriam-webster.com/**
- **NEWELA.com**
- **Scholastic Bookflix website links for research http://bkflix.grolier.com/**
- **worldbook online -**

http://worldbookonline.com/wb/products?ed=all&gr=Welcome+Belleville+Middle+School

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http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001

Ancillary Resources

Ancillary Resources used:

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:

- **factmonster.com**
- **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/**
- **American Library Association - Great Reference Websites for Kids - http://gws.ala.org/category/reference-desk**

- **American Library Association - Great websites for Kids http://gws.ala.org/** (Websites for research by category: Animals, The Arts, History and Biography, Literature and Language, Mathematics and Computers, Reference Desk, Sciences, and Social Sciences
- **Merriam-Webster Dictionary https://www.merriam-webster.com/**
- **World Book online http://worldbookonline.com/wb/Login?ed=wb**

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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 Create
Critique Evaluate Apply
Collaborate Analyse
Assess Debate
Justify
Prioritise

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

Use Demo
Teach Record
Share Draw
Simulate
Create
Construct

Survey Deduce
Infer Differentiate
Sequence
Contrast Examine
Outline Compare

Blogging
Commenting
Voting
Surveys
Quizzes
Peer assessment
Self Assessment
Debating
Collaging

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

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.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.
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.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.1.5.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
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 5 include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

- Life and Career Skills
- Creativity and Innovation
- Critical thinking and Problem Solving

- Communication and Collaboration

- Creativity and Innovation

- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy

- Information Literacy

- Life and Career Skills

- Media Literacy

21st Century Skills

21st Century Skills presented in Unit 5 include:

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

- Civic Literacy

- Environmental Literacy

- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness

- Health Literacy

Differentiation

Effective educational Differentiation used within Unit 5 include:

- The student will be provided visual/auditory presentations during Unit 5 material and will have varied supplemental materials (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.

- Center-Based, multi-sensory approach and instruction that include Tiered Activities/Assignments will be used during Unit 5 Information Literacy.
- Group Investigations, Multiple Intelligence options, Project Based Learning, and/or Independent Research projects will be utilized as an assessment tool during Unit 5-Information Literacy.

Differentiations:

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

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics

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

Lo-Prep Differentiations

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

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

The **Special Education Learning** adaptations that will be utilized in Unit 5 include:

- Provide modifications as dictated in the student's own IEP/504 plan.
- 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 checking work frequently for understanding will be utilized.
- Center-Based and multi-sensory instruction will be used when learning about Information Literacy.
- For completing Activities for Information Literacy 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 5 include:

1. Use of instructional videos, Google Translate, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 5.

2. Teaching the key aspects and eliminating the nonessential information when introducing the students to Information Literacy.

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

4. Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning in Unit 5.

- 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 5 include:

1. Use of instructional videos, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 5.

2. Teaching the key aspects and eliminating the nonessential information when introducing the students to Information Literacy.

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

4. Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning in Unit 5.

5. Teaching and using computer word processing (Google Docs) spell check and grammar check features

when submitting the finished product.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

The **Talented and Gifted** adaptations that will be employed in Unit 5 include:

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 skills learned in Unit 5 and writing a nonfiction report, create a diorama, 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.

4. Debate an issue and utilized the research skills learned to support their arguments.

- 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: