

Curriculum Scope and Sequence

Content Area	Gifted & Talented Mrs. Burke	Course Title/Grade Level:	GATE Grade 4
---------------------	---	----------------------------------	---------------------

	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Self Awareness & Group Dynamics Name Doodle & Group Original Name & Visual Representation	September
<u>Topic/Unit #2</u>	Plant Package Engineering	October, November, December
<u>Topic/Unit #3</u>	Heirloom Artifact & Oral History Project	January, February, March
<u>Topic/Unit #4</u>	National Parks Advertising Project	April, May, June

Topic/Unit 1 Title	Self Awareness & Group Dynamics	Approximate Pacing	September
Written by Toni Lynn Burke			
STANDARDS			
NJSLS (Content)			
NAGC Standards :			
<p>NAGC Gifted Education Programing Standards:</p> <p>Standard 1: Learning and Development</p> <p>1.1 <u>Self Understanding</u>- Students with Gifts and Talents demonstrate self- knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and intellectual, academic, creative leadership, and artistic domains.</p> <p>1.2 <u>Self - Understanding</u>- Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p> <p>1.3. <u>Self-Understanding</u>. Students with gifts and talents demonstrate an understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p> <p>1.4. <u>Awareness of Needs</u>. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p> <p>1.6. <u>Cognitive and Affective Growth</u>. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs</p> <p>2.4 <u>Assessment</u> As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social emotional, alnd psychological areas.</p>			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills:	
<p>Language Arts (symbolism), creativity, graphic design, advertising techniques (“wordle”)</p> <p>Knowledge of Language</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 20px;">A. Interpret figurative language, including similes and metaphors, in context.</p> <p style="padding-left: 20px;">B. Recognize and explain the meaning of common idioms, adages, and proverbs</p>		<p>9.4 Life Literacies and Key Skills :</p> <p>Creativity and Innovation: 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives</p> <p>9.4.2.Cl.2: Demonstrate originality and inventiveness in work.</p> <p>9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals</p>	

Computer Science & Design Thinking:	Career Ready Practices:
<p>Students will have the opportunity to create the end product in a variety of ways including graphic design through the use of technology</p> <p>8.1.8.DA.1 Organize and transform data collected using tools to make it usable for a specific purpose.</p>	<p>These exercises help the students to focus on intrinsic strengths and how they “bring these to the table” to help the team become successful. These are skills that will apply in all levels of education and in career.</p> <p>NAGC Standards: Standard 1: Learning and Development</p> <p>1.1.2. Educators engage students with gifts and talents in identifying their intellectual, academic, creative, leadership and/or artistic abilities.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Intrinsic qualities:</p> <p>What characteristics do you have that make you smart?</p> <p>What kinds of things do you think about?</p> <p>What kinds of things make you a unique person?</p> <p>What kind of smart are you? (Multiple Intelligences)</p> <p>What makes you unique?</p> <p>How are you creative?</p> <p>What makes you a good thinker?</p> <p>What qualities do you have that make you have task commitment?</p> <p>Group Dynamics: How do you use your intrinsic qualities to benefit your team’s goals and help them to be successful?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will complete self evaluation exercises that guide them to identifying intrinsic qualities of strength, enjoyment, and proficiency</p>	<p>Create a visual name “wordle” that reflects personal intrinsic qualities</p> <p>Work cooperatively to decide on an original group name and create an original visual representation of that name that reflects key characteristics of the group both to be displayed as a constant reminder and encouragement in personal and group completion of challenges and goals</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>The final end products:</p> <ul style="list-style-type: none"> • A successful visual name “wordle” reflective of personal traits • Group visual representation or poster reflective of the group’s chosen name and reflective of group characteristics and goals.

<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Successful completion of self-awareness questionnaires and personal reflection prompts Successful group discussions and identification of common traits and goals--connecting with traits and goals of successful people Successful understanding of the “wordle” technique in advertising and product names and identifiers Successful application of the “wordle” technique to one’s name that is reflective of personal traits and goals Successful collaboration in choosing a group name reflective of the whole team’s traits and goals Successful completion of a visual representation reflective of the team’s traits and goals using symbolic and literal representation</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students will present their work to the class and display them to create ownership of the classroom environment and build a creative classroom that emphasizes originality</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	
<p>RESOURCES</p>	
<p>Core instructional materials: <u>Advancing Differentiation</u>, <u>Thought Provokers</u> and various open-ended responses focusing on intrinsic traits</p>	
<p>Supplemental materials: Examples of “wordles” used in advertising print ads and product names.</p>	
<p>Modifications for Learners</p>	
<p>Gifted Modifications: Provide complex, authentic, reading sources that provide data and support for the concepts Use higher level questioning techniques Provide opportunities for open ended, self-directed reflection and activities</p>	

Topic/Unit 2 Title	The Engineering Design Process & Plant Package Engineering	Approximate Pacing	Oct, Nov, Dec
Written by Toni Lynn Burke			
STANDARDS			
NJSLS (Content)			
<p>4-LS1 From Molecules to Organisms: Structures and Processes</p> <p>4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>5-LS1 From Molecules to Organisms: Structures and Processes</p> <p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>3-5-ETS1 Engineering Design</p> <p>8.2.5.ED.1: Explain the functions of a system and its subsystems. •</p> <p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. •</p> <p>8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task</p> <p>NAGC Gifted Standards: Standard 3: Curriculum Planning and Instruction</p> <p>3.1.4: Educators design differentiated curriculum that incorporates advanced, conceptually challenging, in-depth and complex content for students with gifts and talents.</p>			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills:	
<p>This unit connects biology, engineering, technology, language arts, graphic design as well as global culture with the inclusion of the literary companion to the unit “A Gift from Fadil” based in India.</p>		<p>Creativity and Innovation Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. •</p> <p>9.4.5.CI.1: Participate in a brainstorming session with individuals with</p>	

<p>Global & Cultural Awareness: Individuals from different cultures may have different points of view and experiences</p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the culture’s of other individuals.</p> <p>ELA: Reading Informational Text:</p> <p>RI.6.1.: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</p> <p>RI.6.4.: Determine the meaning of words (and in this case mutli-cultural vocabulary) in context and technical meanings (engineering design process and 7 functions of a package)</p>	<p>diverse perspectives to expand one’s thinking about a topic of curiosity. •</p> <p>9.4.5.CI.3: Research the development process of a product and identify the role of failure as a part of the creative process</p>
<p>Computer Science & Design Thinking:</p>	<p>Career Ready Practices:</p>
<p>Students will view various visual media that highlight package production from idea to process to model how packages are made of different materials and to show the role technology plays in design and production</p> <p>Students will use technology to design the various functions of the package</p> <p>Interaction of Technology and Humans</p> <ul style="list-style-type: none"> • 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have. • 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use. • 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career. <p>Engineering Design: Engineering Design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.</p> <p>8.2.8.ED.1, Evaluate the function, value, and aesthetics of a technological product or system from the perspective of the user and the producer.</p> <p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.</p>	<p>The students design a plant package that will be actually shipped to an outside of school location. This will give the students a “real world” test of their package design to see if it will meet the package engineering criteria to deliver the plant successfully--this is the exact job a Package Engineer does.</p> <p>Independent Research Project: Career awareness: Students choose a field of engineering and research and present everything about that field from skills, education, salary, day to day function in that field.</p> <p>There are a variety of resources available to help navigate the career planning process:</p> <p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources including occupation databases, and state and national labor market statistics.</p> <p>Research to Build and Present Knowledge:</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8. Gather relevant information from multiple print and digital sources; access the credibility of each source and quote or paraphrase the data while avoiding plagiarism and providing basic bibliographic information for sources.</p>

<p>8.2.8.ED 3.: Develop a proposal for a solution to a real-world problem that includes a model (physical prototype)</p> <p>8.2.8.ED4: Investigate a malfunctioning system, identify its impact and explain step by step the process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.</p>	<p>Inclusion of guest speakers in different fields of engineering (virtually and in person) to share with students the “road to engineering” and what a day in the life of an engineer is like.</p>
--	---

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>What is engineering and technology and what do engineers do?</p> <p>What are some of the various fields of engineering?</p> <p>What is package engineering and what do package engineers do?</p> <p>What is the engineering design process?</p> <p>What are the 7 functions of a package?</p> <p>What are the needs of a spider plant?</p> <p>How can I design a package that will meet the needs of the plant and sustain it while it is shipped from one location to another?</p> <p>How will I present my design to the group and persuade them that my design is the best and will sustain the plant the best from one location to another?</p>
--

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Learn about, propagate, raise, and observe a spider plant in preparation for designing a package that will sustain the plant in a real shipping situation from one location to another.</p> <p>Research how the plant will be shipped to it’s out of school location (ground, air) and how long it will be in transport to gain information that will be needed in designing the package.</p> <p>Identify a process and explain what a process is in the engineering context of plant packaging.</p> <p>Explain why the order of the steps in a process is important and identify and explain the steps in the Engineering Design Process and why it is cyclical</p> <p>Identify and explain the role of package engineers in designing and improving package technologies , shipping processes, and new materials in light of the ever changing need for new product to reflect society’s advances.</p> <p>Study different packages to establish criteria for meeting a product’s need in reflecting needs for the specific product sectors (food, technology, medicines, fashion,...)</p> <p>Use controlled experiments to test, (drop and shake test) observe, and record the physical reactions between the live plant and the package</p>	<p>Apply the Engineering Design Process</p> <p>Apply the 7 Functions of a package to create a viable solution to a plant package</p> <p>Apply science and math engineering</p> <p>Employ creativity and careful thinking to solve problems</p> <p>Envision one’s own abilities as an engineer</p> <p>Troubleshoot and learn from failure</p> <p>Understand the central role of materials and their properties in engineering solutions</p> <p>Students will understand the 2 word scientific name (binomial nomenclature) given to plants and come up with a name for their own plant that reflects the two word (genus and species) in a creative way--first word connecting with traits of the group, second name reflective of a student’s personal trait.</p>

<p>Analyze experimental results to draw conclusions about the properties of different package designs Make improvements in the package design process.</p>	
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>The culminating activity will be the successful arrival of the plant to an out of school location through the shipping process.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Successful observation, recording and understanding of the needs of a spider plant Successful understanding of engineering and the engineering design process Successful understanding of the 7 functions of a Package in the analysis of different packages from different sectors Successful application of the engineering design process and 7 functions of a Package as evidenced in the blueprint of the package Successful package prototype building Successful trials that meet the needs of the package Successful presentation of why each group's package will ship successfully and meet the needs of the package Successful voting and choosing of the package that met the criteria the best to be shipped (evaluation)</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>When the package arrives, the recipient will video the package being opened and students will view the recording and analyze the results of how the package traveled and if the package met the criteria successfully.</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	
RESOURCES	
<p>Core instructional materials: <u>EIE Engineering is Elementary</u> Individual research on spider plants (various library materials) Individual research on different types of engineers including personal interviews Career readiness and fields of engineering research: Government Site: Occupational Outlooks Handbook: https://www.bls.gov/ooh/</p>	
<p>Supplemental materials:</p>	

<p>Various sector packages to analyze, evaluate and improve Guest Speakers (different types of engineers)-career development</p>
Modifications for Learners
<p>Gifted modifications: Provide advanced/supplementary reading materials Conduct research and provide a presentation on the related topic Design rubrics to generate and analyze data to be used in discussion and evaluation Encourage creativity and provide opportunities to develop depth and breadth of knowledge in the subject area</p>

Topic/Unit 3 Title	Personal Artifact & Heirloom Oral History Project	Approximate Pacing	Jan, Feb & March
STANDARDS			
NJSLS (Content)			

<p>NJSLS Social Studies: This Unit reflects the vision of the NJSLS Social Studies through this unit study and sharing in meaningful conversation about each students' artifact and story: Since many of the artifacts come from a diverse cultural background this helps the students to:</p> <p>*Consider multiple perspective, value diversity, and promotes cultural understanding</p> <p>*Appreciates the global dynamics between people, places, and resources</p> <p>NJSLS 6.1 US 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</p> <p>NJSLS 6.1.4.D.10-11: Personal, family, and community history is a source of information for individuals about the people and places around them.</p> <p>NAGC Standards: Curriculum Planning: 3.1.3 Educators adapt, modify or replace the standard curriculum to meet the interests, strengths, and needs of students with gifts and talents</p> <p>3.2.1: As they plan curriculum, educations include components that address goal setting, resiliency, self management, self advocacy, social awareness, and responsible decision making</p>	
<p>Interdisciplinary Connections:</p>	<p>Career Readiness, Life Literacies, and Key Skills:</p>
<p>ELA: SL.5.4: Presentation of Knowledge and Ideas Report on a topic or text sequencing ideas logically and using appropriate and relevant facts, speak clearly at an understandable pace.</p> <p>SL.5.5: Include multimedia components to accompany and enhance the development of the ideas and themes.</p> <p>SL.6.5: Include multi-media components and visual displays in presentations to clarify information.</p>	<p>Global Awareness-students share the geographic origins of the artifact and the cultural connections</p> <p>9.4.5GCA.1. Analyze how culture shapes individual and community perspectives and points of view.</p> <p>Financial, Economic-students “time stamp” the origin of the artifact, it’s monetary value and compare to today</p> <p>Creativity: Students apply individual creativity in the telling of their artifact’s story</p> <p>9.4.2.CI.2.: Demonstrate originality and inventiveness in work.</p> <p>Analyze the the importance of the artifact’s connection to its owner and communicate the results of the interview effectively</p> <p>Work Independently: As this is an individual activity students practice prioritizing, pacing and completing tasks without direct oversight.</p>

Computer Science and Design Thinking:	Career Ready Practices:
8.1: All students will use digital tools to access, manage, evaluate and synthesize information ...to communicate knowledge. 8.1.8.A.2 Create a document using one or more digital tools (to accompany the oral story the student tells about the artifact)	Information and Media Literacy: 9.4.2.IML.2: Represent data in a visual format to tell a story about the data 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about (a) topic 9.4.5.GGA.1: Analyze how culture shapes individual and community perspectives and points of view.
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<ol style="list-style-type: none"> 1. Why do people preserve things? 2. What significance does an object have to someone's life? 3. What do personal artifacts or heirlooms tell about a specific event, region, or time period and how does this connect to the person's life? 4. Students will come to understand that although some artifacts or heirlooms may have monetary value, most have an emotional connection that tells an important part of their family's history and has value that is priceless. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: That heirlooms are an important part of their family's history and they are the "keeper of the history."	Students will be able to: Identify an object through family discussion that is an heirloom, interview a significant person that connects with that heirloom, and infuse creativity to effectively tell the story and the emotional connection that heirloom holds.
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	The culminating activity will be: Students will successfully share their heirloom's story at our "Antiques Roadshow". Virtually: Students will record their oral history project on a flipgrid link that students and parents can view. In Person: Students hold an "Antique Roadshow" event where families and students visit each student's "booth" and they share the heirloom and it's story.
Formative Assessments (Ongoing assessments during	The students will decide a pacing schedule to ensure successful and timely completion of the project.

<p>the learning period to inform instruction)</p>	<p>Successful identification of a family heirloom , through family questioning and discussion and identifying who would be the best family member to provide the most information. Successful preparation for the interview with this key person through the writing of insightful and important questions that will yield enough information for the project. Successful meeting with this key person and the recording and understanding of the heirloom and it's key significance to the person and the family. Successful implementation of the interview material into a presentation that will enhance the verbal telling of the story. Successful research of the key elements to place the artifact in the correct place and time. Successful synthesis of all of the project parts into one fluid presentation that will meet the objective of sharing the significance of this artifact to the person and family as a whole.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students have the latitude, that, if their artifact lends itself to it, they can create a hands on activity at their station. For example, if a student has an artifact that has Chinese writing on it, students can try to copy a character or two.</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	
<p>RESOURCES</p>	
<p>Core instructional materials: Literary Companion: <u>The Matchbox Diary</u> by Paul Fleischman This book serves as a springboard for the project by telling the story of a grandfather who shares his “diary” of objects that he has collected over the years with his granddaughter, starting with a button he found on the steamship as he emigrated from Italy as a little boy.</p>	
<p>Supplemental materials: Unit guide, individual pacing schedules, interview question guide</p>	
<p>Modifications for Learners</p>	
<p>Gifted modifications: Provide advanced/supplementary reading materials</p>	

Conduct research and provide a presentation on the related topic
 Design rubrics to generate and analyze data to be used in discussion and evaluation
 Encourage creativity and provide opportunities to develop depth and breadth of knowledge in the subject area

Topic/Unit 4 Title	National Parks Advertising Project	Approximate Pacing	April, May, June
STANDARDS			
NJSLS (Content)			
Students will study the governmental inception of National Parks, individually choose and research a National Park, and create a print advertisement, infographic, or infomercial about the national park using the 5 Advertising Principles.			

NJSLS-SS: Levels of government have different powers of responsibilities (National Parks Service is part of the Federal Department of the Interior)

Geography, People, and the Environment : Spatial Views of the World

6.1.2.Geo. SV.1: Use maps to identify physical features and identify areas on a map

6.1.5.Geo HE.1: Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts (connecting with the need for conservation of these lands for National Park status)

NJSLS-Science: MS-LS2-1: Analyze and interpret data to provide evidence for the effect of resource availability on organisms and populations of organisms in an ecosystem (connecting with the analysis of where the need for a National Park is based on the land necessity and usage)

NJSLSA: Integration of Knowledge and Ideas NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently(to apply factual information creatively into the advertising medium)

Interdisciplinary Connections:

Advertising as a genre of study: Craft and Structure:

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5.Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Career Readiness, Life Literacies, and Key Skills:

*Geographic Awareness-students research and study the geography of the National Park, it's climate and its impact on the surrounding region and preservation connections

*Financial, Economic-students research the economic impact (positively and negatively) of the region of the National Park
9.1.8.CR.3.: Relate the importance of consumer, business and government responsibility to the economy (in connection with the national parks)

Economic and Government Influences

Taxes affect one's personal finances

9.1.8.EG.3 Explain the concept of and forms of taxation and evaluate how local, state, and federal governments use taxes to fund public activities and initiatives (in connection with the running and upkeep of national parks)

*Creativity: Students apply individual creativity in the form of the advertising medium of their choice to highlight the top

	<p>reasons this Park should be preserved and visited responsibly in line with the Advertising Principles</p> <p>9.4.5.CI.2 Investigate a persistent local or global issue (importance of national parks) and improve upon current actions designed to address the issues.</p> <p>*Work Independently: As this is an individual activity students practice prioritizing, pacing and completing tasks without direct oversight.</p> <p>NAGC Standard 4: Learning Environments; Personal Competence</p> <p>4.1.2: Educators provide opportunities for self-exploration, development and pursuit of interests</p> <p>4.2.1. Educators provide opportunities for both solitude and social interaction.</p>
Computer Science and Design Thinking:	Career Ready Practices:
<p>Select and use applications effectively and productively</p> <p>8.1.5.A.1 Format a document using a word processing application to create an infographic following the general example of the necessary components</p> <p>8.1.5.DA.1: Collect, organize and display data in order to highlight relationships or support a claim.</p>	<p>Act as a responsible and contributing citizen and employee (connecting with the need for we, as humans and citizens, to preserve the land and animals in these National Parks)</p> <p>Civic Responsibility 9.1: There are actions as an individual we can take to help make this world a better place. (voting to approve open space land parcels locally, voting for more tax dollars to be put towards national park lands)</p> <p>Consider the environmental, social, and economic impacts of decisions (how does the government’s decision to put land aside for a National Park impact the country and its people negatively as well as positively)</p> <p>Economic and Government Influences:</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.</p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Why is it important that the United States Government has a Department that oversees the inception and implementation of a National Park? How can we use creativity and the Advertising Principles to highlight the National Park?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: The 5 Key Advertising Principles and apply them in the medium of their choice. Students will also apply the non-fiction information they research about the National Park and into a creative advertising campaign.</p>	<p>Students will be able to: Create a National Park advertising campaign that highlights the National Park of their choice that uses the 5 Advertising Principles.</p>
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<p>The successful completion of the Advertising Campaign that effectively reflects the Advertising Principles.</p>
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<p>The students will decide a pacing schedule to ensure successful and timely completion of the project. Successful identification of a National Park , through researching and discussion Successful understanding of the 5 Advertising Principles Successful use of technology format of choosing Successful implementation of the non-fiction material with the creative application to the chosen advertising format. Successful synthesis of all of the project parts into one fluid presentation that will meet the objective of sharing the significance of this National Park in a creative way.</p>
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and	

measure progress towards grade level standards; given 2-3 X per year)

RESOURCES

Core instructional materials:

Product identification activity--demonstrating the need for a logo or font identification for the National Park
Tag line identification activity--students will identify different tag lines that connect with well known advertising campaigns
Ex (NJ and You, perfect together...)
NPS.gov National Park Website for research

Supplemental materials:

5 Basic Human Needs Advertising Principles

Modifications for Learners

Gifted modifications:
Provide advanced/supplementary reading materials
Conduct research and provide a presentation on the related topic
Design rubrics to generate and analyze data to be used in discussion and evaluation
Encourage creativity and provide opportunities to develop depth and breadth of knowledge in the subject area