

Curriculum Scope and Sequence

Content Area	Gifted & Talented Mrs. Burke	Course Title/Grade Level:	GATE 5
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Written by Toni Lynn Burke

Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u> Self Awareness: Monarchs' Journeys & Transformations	Sept, Oct
<u>Topic/Unit #2</u> The Law & NJSBF Mock Trial Contest	Nov, Dec, Jan
<u>Topic/Unit #3</u> Play Script Writing & Courtroom Drama Presentation	Feb, March
<u>Topic/Unit #4</u> CHANNEL YOU: Personal Newscast	April, May, June

Topic/Unit 1 Title	Self Awareness: Monarchs' Journeys & Transformations	Approximate Pacing	Sept & October
Written by Toni Lynn Burke			
STANDARDS			
NJSLS (Content)			
<p>Gifted Standards:</p> <p>3.3.3: Curriculum Planning & Development: Talent/Leadership Development Educators provide opportunities for students with gifts and talents to explore, develop, and research areas of interest or talent.</p> <p>3.3.2: Educators use school and community resources that support ...leadership opportunities</p> <p>3.6.1. STudents benefit from high quality resources and materials. (partnering with the media specialist on research and citations)</p> <p>4.3 Leadership</p> <p>4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.</p> <p>4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.</p>			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills:	
<p>This unit provides opportunities for students to apply the non-fiction source ready into creating a creative original book.</p> <p>3.1.5 Comprehension Skills and Responding to text</p> <p>3.2.5 Writing as Product</p> <p>Knowledge of Language</p> <p>L.5.5. Demonstrate (to apply) understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs 		<p>9.4 Life Literacies and Key Skills :</p> <p>Creativity and Innovation: 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals</p> <p>Geography, People and the Environment: Spacia Views of the World:</p> <p>6.1.5.GEOSV.2 Use maps to explain the impact of location and place on the relationships between places in New Jersey, the US and other countries (applies to the tracing of the route and migration of the Monarch Butterflies from points locally, in the US, and then to Mexico.)</p>	

Computer Science & Design Thinking:	Career Ready Practices:
<p>Students will record a digital copy of their original book as a read aloud with the media specialist and art teacher.</p> <p>Interaction of Technology and Humans: Human needs and desires determine which new tools are developed (and chosen for use in a particular project)</p> <p>8.2.2.ITH.2 Explain (choose and decide) the purpose of the product chosen for this project and its value for use in the project.</p>	<p>This project stems from the Monarch Watch Program out of Kansas State University. The students learn that research projects occur in colleges and students also see that careers in conservation and preservation exist.</p> <p>NAGC Standards: Standard 1: Learning and Development 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>An across the schools project for the GATE 5 students to develop leadership skills through the study of the transformation and migration of the Monarch from caterpillar to butterfly partnering with the kindergarten class at WES.</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: Gain content: The students will learn the life cycle of the Monarch Butterfly through direct instruction, non fiction reading, viewing videos, and lecture of guest speaker, Ms. Straube.</p>	<p>Students will be able to:Students will apply the content they learned and create a picture book that incorporates the research to show the life cycle of the butterfly. This picture book will be a creative interpretation of the students' choice to bring about this non-fiction information. To further meet the needs of the kindergarten students, GATE 5 students will use the top sight words to assist in the development of kindergarten reading skills. In addition, students will be able to learn the process and tag butterflies, record the information and release them.</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>The final assessment will be how successfully the student will be able to apply and synthesize all of the background knowledge gained into the picture book.</p>

<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>The students are given a pacing schedule to help in the organization of the project. This pacing schedule will allow the teacher to consistently monitor the progress of the student, how closely the book reflects the goal of incorporating the life cycle and the level of creativity and unique thought used.</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>The students will bring their books to life when reading aloud to the Kindergarten class. Their success will be monitored as to how well the students use intonation of voice, volume, and mannerisms to bring their book alive and to keep the students engaged. The 5th graders will also ask the students comprehension questions about the book and any gaps in understanding the students can address.</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: Various non-fiction articles and videos attained through the Stony Brook Media Center</p>	
<p>Supplemental material: www.monarchwatch.org The website on which the recorded tagging information is recorded and sightings are recorded as well as other pertinent information available on the site.</p>	
Modifications for Learners	
<p>Gifted Modifications Thematic topics for discussion and research Provide advanced/supplementary reading materials Encourage creativity and provide opportunities to develop depth and breadth of knowledge--from research to fiction novel application</p>	

Topic/Unit 2 Title	The Law & NJSBF Mock Trial Contest	Approximate Pacing	Nov, Dec, Jan
Written by Toni Lynn Burke			
STANDARDS			
NJSLS (Content)			
<p>CSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details , quotations, or other information and examples</p> <p>CSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information</p> <p>CSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Social Studies: Civics, Government, and Human Rights</p> <p>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, culture and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.</p> <p>6.1.4.A.1: Explain how rules and laws created by community, state and national governments protect the rights of people, help resolve conflicts and promote the common good.</p> <p>6.1.4.A.2: Explain how fundamental rights guaranteed by the US Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3: Determine how fairness, equality and the common good have influenced new laws and policies over time and local and national levels of US government</p> <p>6.1.4.A.4: Explain how the US government is organized</p> <p>6.1.4.A.5: Distinguish the roles and responsibilities of the three branches of national government</p> <p>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> <p>3.2.1: As they plan curriculum, educators include components that address goal setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision making.</p>	
Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>This unit incorporates brainstorming, original thinking, research, story telling, play writing, anchored in non-fiction and the law.</p> <p>ELA: Reading Informational Text: 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 RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text RI.6.4.: Determine the meaning of words that are specific to the law and apply them correctly to the case.</p> <p>Craft and Structure: NJSLSA.R6: Assess how point of view or purpose shapes the content and style of a text NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content NJSLSA.W3: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.</p>	<p>9.4 Life Literacies and Key Skills :</p> <p>Creativity and Innovation: 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 9.4.2.CI.2: Demonstrate originality and inventiveness in work. 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals</p> <p>Economic and Government Influences: There are agencies, laws, and resources to protect you as a consumer: 9.1.12.EG.6: Analyze the rights, responsibilities (and laws) that apply to the specific case at hand --which may include consumer protection laws.</p>
Computer Science and Design Thinking:	Career Ready Practices:
<p>Students use technology in the form of a research tool as well as to create a digital copy of their original mock trial courtroom drama.</p> <p>Students will view to assess and discuss multi-media to apply to the case chosen.</p>	<p>This unit is anchored in career readiness with the study of the courtroom process and all of the “players” in the courtroom from bailiff to judge. Guest speakers in the area of the law (attorneys, judge, para-legal) are invited in to share first person career experiences.</p> <p>Career Awareness & Planning:</p>

<p>Engineering Design: Students must follow the step-by-step prescribed format for a courtroom case that reflects the topic of choice: 8.2.5.ED.3: Follow step by step directions to assemble (the case) and solve the problem using the appropriate tools (laws) to accomplish the task (assess a verdict)</p>	<p>9.2 An individual's strengths, lifestyle goals, choices, and interests affect employment and income. NAGC Standards: Standard 1: Learning and Development 1.1.2. Educators engage students with gifts and talents in identifying their intellectual, academic, creative, leadership and/or artistic abilities.</p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

NJSBF Mock Trial Exercise provides the vehicle by which students:
 Develop a better understanding of the United States charters of freedom (Declaration, Constitution)
 Increase confidence, poise, oral skills, written skills, presentation skills
 Increase proficiency in reading, writing, analyzing, as well as interpersonal skills such as effective communication and collaboration.
 Increase awareness of the 3 branches of government and the Judicial process and all its parts
 Strengthen their understanding of the importance of law in a democratic society
 Experience a hands on opportunity to apply gained knowledge.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will gain a better understanding of the US Legal system Learn the difference between a criminal and civil case Learn the order of court proceedings Study jury practices and trial outcomes</p>	<p><i>Students will be able to:</i> Develop, write and perform an original court case that is balanced in the situation and evidence based in the facts of the law.</p>

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>The final assessment will be the written brief that is submitted to the NJSBF Mock Trial Contest written meeting all of the standards and criteria as prescribed by the Foundation.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Success in choosing a mock trial theme as a class unit Successful choosing of Mock Trial process team (facts group, witness statement, laws,) Successful collaboration on that team to produce a segmented part that will complete the document Successful group read through to ensure that all separate parts are cohesive and support the main idea of the case Successful adaptation of the story into a dramatization Successful dramatization and performance of the original case for an audience</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 successfully practice their dramatization in front of peers Students will successfully create a digital copy of the dramatization.</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: NJSBF Law Fair Competition Rules Booklet and Guidelines Additional Resources: <u>The Citizen & The Constitution</u> <u>Cobblestone : Balancing the Power</u> <u>Scholastic Website: Make Your Case: A Mock Trial Simulation</u> <u>Step Into the Courtroom: An Overview of the Courts, Laws and Jury Trials</u></p>	
<p>Supplemental materials: Each case varies--supplemental materials will directly reflect the topic of the chosen case: For example, the “Mr. Brake-A-Lot” case was anchored in the Americans with Disabilities Act and students had to research the laws that reflected this topic.</p>	
<p>Modifications for Learners</p>	
<p>Gifted Modifications: Provide advanced/supplementary reading materials Use complex, authentic resources to promote a deeper understanding of concepts Provide opportunities for open ended, self directed activities as well as group discussions Facilitate communication with experts from outside the classroom for real-world and deeper contextual understanding Provide opportunities to debate and discuss different points of view.</p>	

Topic/Unit 3 Title	The Law: Script Writing and Drama Presentation	Approximate Pacing	Feb, March
Written by Toni Lynn Burke			
STANDARDS			
NJSLS (Content)			
<p>NJSLSA..W.5.2.B Develop the topic with facts, definitions, concrete details , quotations, or other information and examples</p> <p>NJSLSA..W.5.2.C Link ideas within and across categories of information</p> <p>NJSLSA..W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Visual and Performing Arts</p> <p>Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand C. Theatre</p> <p>By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in THEATRE:</p> <p>Performers use active listening skills in scripted and improvised performances to create believable, multidimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.</p> <p>By the end of grade 8, those students choosing THEATRE as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.</p> <p>Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character’s intent vary in live performances and recorded venues.</p> <p>1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action</p> <p>1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances</p> <p>Gifted Standards:</p> <p>Standard 3: Curriculum Planning and Instruction</p>			

3.5 Instructional Strategies: Students with gifts and talents become independent investigators
 3.5.2 Educators model and teach cognitive learning strategies such as rehearsal, organization and elaboration

Interdisciplinary Connections:	Career Readiness, Life Literacies and Key Skills:
<p>This unit combines creative writing, original thinking and non-fiction application with public speaking and performance.</p> <p>NJSLSA.W3: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences</p> <p>SL.6.1 Engage Effectively in a range of collaborative discussions with diverse partners on diverse topics, texts, issues building on each other’s ideas.</p> <p>SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; using appropriate speaking behaviors</p> <p>SL.6.5 Include multimedia components and visual displays (exhibits)</p> <p>SL.6.6. Adapt speech to a variety of context and tasks, demonstrating a command of the specific role.</p>	<p>Critical Thinking and Problem-solving: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> <ul style="list-style-type: none"> • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources that can aid in solving the problem (e.g., school, community agencies, governmental, online). <p>Career Awareness & Planning: 9.2 An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.</p> <p>NAGC Standards: Standard 1: Learning and Development 1.1.2. Educators engage students with gifts and talents in identifying their intellectual, academic, creative, leadership and/or artistic abilities.</p>
Computer Science and Design Thinking:	Career Ready Practices:
<p>Different digital tools have different purposes.</p> <ul style="list-style-type: none"> • 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. <p>Collaborating digitally as a team can often develop a better document than an individual working alone.</p> <p>9.4.5.TL.5: Collaborate digitally to produce a document.</p>	<p>By dramatizing the mock trial case, the students learn the roles of the various “players” in a trial first hand by playing the point of view. The goal is to spark an interest in the students of perhaps pursuing a career in the law.</p> <p>Critical thinking and problem solving: Multiple solutions often exist to solve a problem: 9.4.8.CT.1 (Throughout the process) evaluate diverse solutions proposed by a variety of individuals,...and use critical thinking skills to predict which one would likely be effective. (verdict)</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>The essential goal is to: Provide students an opportunity to promote increased confidence, poise, oral skills, critical thinking skills and teamwork skills in the framework of a dramatization of the law. How do we write a play adaptation and dramatize the mock trial brief submitted for the NJSBF’s Mock Trial Contest? (How is an opening statement delivered? How is a closing statement delivered? What tone of voice is an objection? Where do we write in an objection and how do we answer it?)</p>	

STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know how to adapt information written in story form to dramatization format using question and answer format, opening and closing statement format and narration format.	To give students a better understanding of different types of writing while gaining knowledge of the legal system and applying that to a dramatization format.
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	The culminating assessment will be a successful dramatization of the case in front of an audience that will play the part of the jury and will deliberate to arrive at a verdict.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Successful completion of a mock trial brief (in story format meeting the NJSBF format) Successful choice of writing team Successful collaboration in writing the section Successful whole group read through for cohesiveness Successful dramatization Successful deliberation and verdict
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Digitizing the mock trial dramatization by recording, editing and sharing it out. .
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: NJSBF Law Fair Competition Rules and Guidelines Booklet for correct modeling of courtroom proceedings <u>Step Into the Courtroom: An Overview of the Courts, Laws and Jury Trials</u> Scholastic “Make Your Case” online court simulation	

Supplemental materials:

Guest speakers in the law field

Modifications for Learners

<p>Gifted Modifications:</p> <p>Encourage creativity in applying the non-fiction facts of the case into a dramatization</p> <p>Facilitate communication with experts outside the classroom for real world and deeper contextual understanding</p> <p>Provide complex, authentic reading sources that provide data and support for concepts covered in the topic of the case</p>

Topic/Unit 4 Title	Channel YOU - Personal Newscast	Approximate Pacing	April, May, June
STANDARDS			
NJSLS (Content)			
<p>Written by Toni Lynn Burke</p> <p>CCCS: 9.4 Life Literacies & Key Skills Information and Media Literacy</p> <p>Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</p> <p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.</p> <p>Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.</p> <ul style="list-style-type: none"> • 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue. 			

<p>Presentation of Knowledge and Ideas</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>Interdisciplinary Connections:</p>	<p>Career Readiness, Life Literacies, and Key Skills:</p>
<p>This project is anchored in Language Arts: reading, researching, comprehending, oral language, presentation, however, the interdisciplinary topics are endless depending on the choice of the student's interest and topic choice.</p> <p>Technology and film making and editing for the recorded newscast</p> <p>Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 8 Performance Expectations:</p> <p>1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</p> <ul style="list-style-type: none"> ● 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions. ● 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 	<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> <p>Creativity and Innovation</p> <p>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 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 and Design Thinking:</p>	<p>Career Ready Practices:</p>
<p>Students can choose from a variety of digital platforms to create their original personal newscast. Some of these platforms include but are not limited to: flipgrid, wevideo, animoto, screencastify-to give the students ownership of identifying and working with technology with which they can be successful.</p> <p>In using the technology:</p> <p>Nature of Technology:</p> <p>8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.</p>	<p>Oral language and specifically, public speaking, provide anxiety for many students as well as adults. In any career field, there undoubtedly will be the opportunity for openly sharing ideas in a presentation format--whether it be to a small group or large gathering. The goal of this project is to give students the opportunity to use this platform so that students can see themselves to be reflective and gain confidence in their public speaking skills.</p>

8.2.5.NT.2: Identify (choose and use) new technologies resulting from the (individual's) needs and demand for the specific interest and performance goals.	SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; using appropriate speaking behaviors SL.6.5 Include multimedia components and visual displays (exhibits) SL.6.6. Adapt speech to a variety of context and tasks, demonstrating a command of the specific role.
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

How can I create a newscast that effectively reflects my personality traits while infusing creativity and task commitment?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will learn how to write, organize and film a newscast using multiple intelligences and media platforms.	Students will learn the segments of a newscast: <u>Lead story:</u> Reflects a personal, factual story about a life event <u>Human Interest:</u> "Feel good" story about human nature <u>Commercial:</u> 15 second spot about a real product or an original new product <u>Sports/Entertainment:</u> Story that reflects a personal achievement in either of these areas (sports, instrument, competition, big game, etc) <u>Cooking:</u> Retell the steps of a recipe and the instructions of making a favorite item--can be as simple as a yogurt/fruit parfait or a bowl of cereal or as complex as a chocolate cake. <u>Weather:</u> Metaphorical-The 7 day weather forecast will be a metaphor for the student's personality are they more "sunny" at the beginning of the week? Is there a storm coming on Friday when there's a test?

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	The culminating assessment will be the successful completion of the filmed newscast.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	These ongoing assessments will be check-ins with the students after each segment to ensure the content of each segment is done correctly.

<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</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: Unit Plan Pacing Schedules Model newscasts Interview questions</p>	
<p>Supplemental materials: Stony Brook Media Center Green Screen</p>	
Modifications for Learners	
<p>Gifted Modifications: Encourage creativity in applying the non-fiction facts of the case into broadcast Facilitate communication with experts outside the classroom for real world and deeper contextual understanding Provide complex, authentic reading sources that provide data and support for concepts covered in the newscast</p>	