Grade 5 and 6 – Minor Gifted and Talented

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Faces in the Crowd</th>
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<tbody>
<tr>
<td>Time frame</td>
<td>First Marking Period (10 weeks)</td>
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<tr>
<td>Interdisciplinary focus and technology integration</td>
<td>Social Studies, Language Arts, Technology</td>
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**Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed**

### Essential Questions
- How can we reach our highest potential?
- How can we work together as a team?
- How can we work collaboratively to solve a conflict?

### Big Ideas
- Team building activities
- Students identify individual strengths and weaknesses

### Learning Targets - students will be able to:
- Develop problem solving and brainstorming techniques
- Develop skills to work individually and collaboratively

### Assessment
What task(s) will allow students the opportunity to respond to the unit question?
What will constitute acceptable evidence of understanding? How will students show what they have understood?

- Oral participation
- Individual/group performance
- Rubric

### Differentiation
How will differentiated instruction be incorporated into the unit?

- Modality – satisfy the multiple intelligences
- Readiness – assess for prior knowledge
**Stage 2: Backward planning: from the assessment to the learning activities through inquiry**

<table>
<thead>
<tr>
<th>Content Standards</th>
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<td>What state content standards are to be addressed?</td>
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http://www.njccs.org/Worldclassstandards.aspx

**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**A. Critical Thinking and Problem Solving**

- **9.1.8.A.1.** Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

**B. Creativity and Innovation**

- **9.1.8.B.1.** Use multiple points of view to create alternative solutions.

**C. Collaboration, Teamwork, and Leadership**

- **9.1.8.C.1.** Determine an individual’s responsibility for personal actions and contributions to group activities.
- **9.1.8.C.2.** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

<table>
<thead>
<tr>
<th>Approaches to Learning</th>
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<tbody>
<tr>
<td>How will this unit contribute to the overall development of subject-specific and general skills?</td>
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Team building in this unit will highlight student’s strengths.

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- Teacher modeling and expression of expectations
- Rubrics
- Direct instruction
- Interdisciplinary activities
- Cooperative learning activities
- Reinforcement and remediation

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- Teacher made rubrics
- Team building resource book
Unit Title: Research and Discovery

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Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed

**Essential Questions**
- Which conflict do we want to solve?
- What strategies are essential to solve a problem?

**Big Ideas**
- Research/gain background knowledge of topic
- Research similar cases
- Use information to make decisions on ways to solve the problem

**Learning Targets - students will be able to:**
- Work collaboratively to solve a problem
- Distinguish between relevant and non-relevant information

**Assessment**
What task(s) will allow students the opportunity to respond to the unit question?
What will constitute acceptable evidence of understanding? How will students show what they have understood?

- Formal/informal teacher observation
- Mid-year evaluation

**Differentiation**
How will differentiated instruction be incorporated into the unit?

- Provide a choice based on their individual interests and experiences
Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content Standards
What state content standards are to be addressed?

http://www.njcccs.org/Worldclassstandards.aspx

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving
9.1.8.A.1. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2. Implement problem-solving strategies to solve a problem in school or the community.
9.1.8.A.3. Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.
9.1.8.A.4. Design and implement a project management plan using one or more problem-solving strategies.

B. Creativity and Innovation
9.1.8.B.1. Use multiple points of view to create alternative solutions.
9.1.8.B.2. Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

C. Collaboration, Teamwork, and Leadership
9.1.8.C.1. Determine an individual’s responsibility for personal actions and contributions to group activities.
9.1.8.C.2. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3. Model leadership skills during classroom and extra-curricular activities.

D. Cross-Cultural Understanding and Interpersonal Communication
9.1.8.D.2. Demonstrate the ability to understand inferences.

Approaches to Learning
How will this unit contribute to the overall development of subject-specific and general skills?

Problem solving in this unit will foster divergent thinking and utilize deductive reasoning.

Learning Experiences
How will students know what is expected of them? Will they see examples, rubrics, templates, etc.? How will students acquire the knowledge and practise the skills required? How will they practise applying these? Do the students have enough prior knowledge?

Teaching Strategies
How will we use formative assessment to give students feedback during the unit? What different teaching methodologies will we employ? How are we differentiating teaching and learning for all? Have we considered those learning in a language other than their mother tongue? Have we considered those with special educational needs?

• Based on teacher observation of students in group work, oral feedback, will be given to the student/group
• Direct instruction
• Interdisciplinary activities
• Cooperative learning activities
• Reinforcement and remediation
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- NJ State Bar Foundation (www.njsbf.org)
- Books
- Internet
Grade 5 and 6 – Minor Gifted and Talented

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<th>Law and Order</th>
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**Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed**

**Essential Questions**
- How can we implement the research to prepare for a mock trial?

**Big Ideas**
- Choosing their roles in the case (ex. Attorney, witness, etc.)
- Writing the script based on evidence/research found

**Learning Targets-students will be able to;**
- Compile all research to create a mock trial.

**Assessment**
What task(s) will allow students the opportunity to respond to the unit question?
What will constitute acceptable evidence of understanding? How will students show what they have understood?

- Individual/group collaboration
- Rubric

**Differentiation**
How will differentiated instruction be incorporated into the unit?

- Modality - satisfy the multiple intelligences
- Student’s role choice is based on their individual strengths
### Stage 2: Backward planning: from the assessment to the learning activities through inquiry

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**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **9.1.8.C.1.** Determine an individual’s responsibility for personal actions and contributions to group activities.
- **9.1.8.C.2.** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- **9.1.8.C.3.** Model leadership skills during classroom and extra-curricular activities.

**D. Cross-Cultural Understanding and Interpersonal Communication**

- **9.1.8.D.1.** Employ appropriate conflict resolution strategies.
- **9.1.8.D.2.** Demonstrate the ability to understand inferences.

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This unit enables the students to implement a mock trial based on their research/knowledge of the case.

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- Based on teacher observation of students in group work, oral feedback will be given by the teacher.
- Direct instruction
- Interdisciplinary activities
- Cooperative learning activities
- Reinforcement and remediation

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- NJ State Bar Foundation (www.njsbf.org)
- Arts supplies/technology
# Grade 5 and 6 – Minor Gifted and Talented

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<th><strong>Unit Title</strong></th>
<th><strong>In the Courtroom</strong></th>
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## Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed

### Essential Questions
- How can we convey a solution to a conflict through a performance?
- How can we integrate our findings into a courtroom setting?

### Big Ideas
- Demonstrate a mastery of courtroom procedures through a performance

### Learning Targets—students will be able to;
- Execute a performance based on their research of the conflict.

## Assessment

What task(s) will allow students the opportunity to respond to the unit question? What will constitute acceptable evidence of understanding? How will students show what they have understood?

- Formal scoring sheet
- Evaluate scores to improve performance in the future
- End of the year evaluation

## Differentiation

How will differentiated instruction be incorporated into the unit?

- Modality – satisfy the multiple intelligences
## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

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**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**C. Collaboration, Teamwork, and Leadership**

- **9.1.8.C.1.** Determine an individual’s responsibility for personal actions and contributions to group activities.
- **9.1.8.C.2.** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- **9.1.8.C.3.** Model leadership skills during classroom and extra-curricular activities.

**D. Cross-Cultural Understanding and Interpersonal Communication**

- **9.1.8.D.1.** Employ appropriate conflict resolution strategies.
- **9.1.8.D.2.** Demonstrate the ability to understand inferences.
- **9.1.8.D.3.** Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

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This unit enables the students to execute their research/planning to completion.

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- Students will view their score sheet and evaluate themselves and the performance
- Direct instruction
- Interdisciplinary activities
- Cooperative learning activities
- Reinforcement and remediation

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- NJ State Bar Foundation (www.njsbf.org)
- Public Speaking Resources