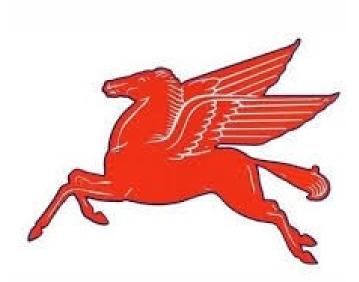
## **Curriculum Management System**

## **PAULSBORO PUBLIC SCHOOLS**



### **STEAM Curriculum Grade 6**

#### UPDATED 2020-2021

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

**Board Approved: October 2021** 

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## **Paulsboro Public Schools**

## Superintendent, Dr. Roy Dawson, III <u>Board of Education</u>

Mr. Marvin E. Hamilton, President Mrs. Danielle Scott, Vice President Mrs. Theresa Cooper Mr. Robert Davis Mrs. Crystal L. Henderson Mrs. Rosanne Lombardo\* Ms. Elizabeth Reilly Mr. Markee Robinson Ms. Tyesha Scott Mrs. Irma R. Stevenson \* Greenwich Township Board of Education Representative

### District Administration

Mrs. Christine Lindenmuth, Director of Curriculum, Instruction & Assessment
Mrs. Anisah Coppin, Business Administrator/Board Secretary
Mr. Robert Harris, Director of Special Services
Mrs. Tina Morris, Principal, grades Pre-K to 2
Mr. Matthew J. Browne, Principal, grades 3-6
Mr. Paul Morina, Principal, grades 7-12

# **Paulsboro Public Schools**

## **Mission Statement**

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21<sup>st</sup> Century and is rich in tradition and pride.

### PACING CHART (2020-2021)

ΤΟΡΙϹ	# OF DAYS	DATES	COMMENTS
Robotics	10-20	vary	focus on real world connection
building			sub-topic option
programming			sub-topic option
career exploration			sub-topic option
Engineering	10-20	vary	focus on real world connection
renewable energy			sub-topic option
air & water quality			sub-topic option
construction design			sub-topic option
career exploration			sub-topic option
Science	10-20	vary	focus on real world connection
biomedical			sub-topic option
forensic			sub-topic option
climate change			sub-topic option
career exploration			sub-topic option
Technology	10-20	vary	focus on real world connection
virtual & augmented			sub-topic option
reality			
circuits & electronics			sub-topic option
Animation & video game			sub-topic option
design			
digital textiles			sub-topic option
career exploration			sub-topic option

Dates and number of days will vary based on resources available and school schedules.

### DEFINITIONS

**NJ Student Learning Standards** – Clear and specific benchmarks for students' achievement in various content areas. The standards ensure that each child receives a "thorough and efficient education".

21<sup>st</sup> Century Life and Careers Standards – These skills that are comprised of the "12 Career Ready Practices" and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21<sup>st</sup> century workplace.

**ELA Companion Standards** – Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

**Gifted and Talented Learners** – Students with high-ability who may need more depth and complexity in instruction.

**Special Education Learners** – Students in need of supports and interventions to improve student achievement

**English Language Learners** – Students with a native language other than English or who are at varying degrees of English language proficieny.

QUARTER 1 –         Big Idea:       Robotics         Topics:       Build/Program         Standards:       GOAL		
Standarde: NGSS	SWBAT design and build robots SWBAT program/ code robots to Essential Questions	
successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS- ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the	<ol> <li>How will you design and build a robot?</li> <li>What task/ function can the robots perform?</li> </ol>	(Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.) Formative assessments include: interactive response, observation, active participation in a team environment, and/or data collection of investigation.
criteria for success. MS-ETS1-	Enduring Understanding	Resources

4. Develop a model to generate		
data for iterative testing and	Design & Building Robots from	Ipads
modification of a proposed	both models and imagination	Wonder Workshop robots
object, tool, or process such		UB Tech robot kits
that an optimal design can be	Program/ build robots to	LEGO Mindstorm robots
achieved.	perform various tasks/	Chromebooks
21 <sup>st</sup> Century Life and	functions	Ipads
Careers:		
CRP6. Demonstrate creativity		
and innovation		
CRP8. Utilize critical thinking to		
make sense of problems and		
persevere in solving them		
CRP10. Plan education and		
career paths aligned to		
personal goals		
CRP11. Use technology to		
enhance productivity		
CRP12. Work productively in		
teams while using cultural		
global competence		
Technology Standards:		
8.2.5.C.4 Collaborate and		
brainstorm with peers to solve		
a problem evaluating all		
solutions to provide the best		
results with supporting		
sketches or models.		
ELA Companion Standards:		
NJSLSA.SL4. Present		
information, findings, and		
supporting evidence such that		
listeners can follow the line of		
reasoning and the organization,		
development, and style are		
appropriate to task, purpose,		
and audience. NJSLSA.SL5.		
Make strategic use of digital		
media and visual displays of		
data to express information and		
enhance understanding of		
presentations. NJSLSA.SL6.		
Adapt speech to a variety of		
	·	

contexts and communicative
tasks, demonstrating command
of formal English when
indicated or appropriate.
MODIFICATIONS:
Gifted and Talented Learners:
student centered, compact
curriculum, flexible pacing,
assume ownership of own
learning
Special Education Learners:
written list of instructions,
extended time, alternate
projects, flexible use of
materials
English Language Learners:
extended time, teacher
modeling, simplified
instructions, frequent breaks

Т	QUARTER 1 – Big Idea: Robotics opics: Career Exploration	
Standards:	GOAL	
NJ Student Learning Standards: NGSS MS-ETS1-1. Define the criteria and constraints of a design	SWBAT explore careers in the field of robotics	
problem with sufficient	Essential Questions	Assessments

		1
precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS- ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-		(Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.) Formative assessments include: interactive response, observation, active participation in a team environment, and/or data collection of investigation.
4. Develop a model to generate	Enduring Understanding	Resources
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them CRP10. Plan education and career paths aligned to personal goals CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence <b>Technology Standards:</b>	Careers in robotics	Ipads Wonder Workshop robots UB Tech robot kits LEGO Mindstorm robots Chromebooks Ipads

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. ELA Companion Standards: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **MODIFICATIONS:** Gifted and Talented Learners: student centered, compact curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified instructions, frequent breaks

	QUARTER 2 –		
т	Big Idea: Engineering		
Standards:	opics: Renewable Energy GOAL		
NJ Student Learning Standards: NGSS MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater	SWBAT research & design sou	irces of renewable energy	
resources are the result of past	Essential Questions	Assessments	
and current geoscience processes. MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP1. Act as a responsible and contributing citizen and employee	<ol> <li>What is renewable energy?</li> </ol>	(Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.) Formative assessments include: interactive response, observation, active participation in a team environment, and/or data collection of investigation.	
	Enduring Understanding	Resources	

CRP5. Consider the		
environmental, social and	Engineering Design Process	Renewable Energy Resources
economic impacts of decisions		Air & Water Resources
CRP7. Employ valid and		Construction Design
eliable research strategies		Resources
Fechnology Standards:		Chromebooks
3.2.5.D.1 Identify and collect		Ipads
nformation about a problem		
hat can be solved by		
echnology, generate ideas to		
solve the problem, and identify		
constraints and trade-offs to be		
considered.		
3.2.5.D.2 Evaluate and test		
alternative solutions to a		
problem using the constraints		
and trade-offs identified in the		
lesign process to evaluate		
ootential solutions		
ELA Companion Standards:		
NJSLSA.SL4. Present		
nformation, findings, and		
supporting evidence such that		
isteners can follow the line of		
easoning and the organization,		
levelopment, and style are		
appropriate to task, purpose,		
and audience. NJSLSA.SL5.		
Make strategic use of digital		
nedia and visual displays of		
data to express information and		
enhance understanding of		
presentations. NJSLSA.SL6.		
Adapt speech to a variety of		
contexts and communicative		
asks, demonstrating command		
of formal English when		
ndicated or appropriate.		
MODIFICATIONS:		
Gifted and Talented Learners:		
student centered, compact		
curriculum, flexible pacing,		

QUARTER 2 – Big Idea: Engineering Topics: Air & Water Quality		
Standards: NJ Student Learning Standards: NGSS MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	GOAL SWBAT research & design measures of air & water quality	
MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater	Essential Questions 1. How is air & water quality measured?	Assessments (Include benchmark assessments where possible – This could be a link to the
resources are the result of past and current geoscience processes. MS-LS4-4. Construct an explanation based on evidence		assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.)
that describes how genetic variations of traits in a population increase some		Formative assessments include: interactive response, observation, active participation

individuals' probability of surviving and reproducing in a specific environment. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP1. Act as a responsible and contributing citizen and employee CRP5. Consider the environmental, social and economic impacts of decisions CRP7. Employ valid and		in a team environment, and/or data collection of investigation.
reliable research strategies	Enduring Understanding	Resources
Technology Standards:		
8.2.5.D.1 Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered. 8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions <b>ELA Companion Standards:</b> NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative		Renewable Energy Resources Air & Water Resources Construction Design Resources Chromebooks Ipads

tasks, demonstrating command
of formal English when
indicated or appropriate.
MODIFICATIONS:
Gifted and Talented Learners:
student centered, compact
curriculum, flexible pacing,
assume ownership of own
learning
Special Education Learners:
written list of instructions,
extended time, alternate
projects, flexible use of
materials
English Language Learners:
extended time, teacher
modeling, simplified
instructions, frequent breaks

### QUARTER 2 -

### Big Idea: Engineering

#### Topics: Renewable Energy/ Air & Water Quality/ Construction Design/ Career Exploration

Standards:	GOAL	
NJ Student Learning		
Standards: NGSS	SWBAT research & create construction design	
MS-ESS2-2. Construct an	CHEAT research à create construction design	
explanation based on evidence		
for how geoscience processes		
have changed Earth's surface		
at varying time and spatial		
scales.		
MS-ESS3-1. Construct a		
scientific explanation based on		
evidence for how the uneven		
distributions of Earth's mineral,		
energy, and groundwater	Essential Questions Assessments	

resources are the result of past and current geoscience processes. MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. 21 <sup>st</sup> Century Life and Careers: CRP1. Act as a responsible	1. What is construction design?	(Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.) Formative assessments include: interactive response, observation, active participation in a team environment, and/or data collection of investigation.
and contributing citizen and employee	Enduring Understanding	Resources
CRP5. Consider the environmental, social and economic impacts of decisions CRP7. Employ valid and reliable research strategies <b>Technology Standards:</b> 8.2.5.D.1 Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered. 8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions <b>ELA Companion Standards:</b> NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose,	Engineering Design Process	Renewable Energy Resources Air & Water Resources Construction Design Resources Chromebooks Ipads

and audience. NJSLSA.SL5.
Make strategic use of digital
media and visual displays of
data to express information and
enhance understanding of
presentations. NJSLSA.SL6.
Adapt speech to a variety of
contexts and communicative
tasks, demonstrating command
of formal English when
indicated or appropriate.
MODIFICATIONS:
Gifted and Talented Learners:
student centered, compact
curriculum, flexible pacing,
assume ownership of own
learning
Special Education Learners:
written list of instructions,
extended time, alternate
projects, flexible use of
materials
English Language Learners:
extended time, teacher
modeling, simplified
instructions, frequent breaks

QUARTER 2 – Big Idea: Engineering Topics: Career Exploration		
Standards:	GOAL	
NJ Student Learning Standards: NGSS MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	SWBAT explore careers in the field of engineering	

MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral,		
energy, and groundwater	Essential Questions	Assessments
resources are the result of past and current geoscience processes. MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP1. Act as a responsible and contributing citizen and employee CRP5. Consider the environmental, social and economic impacts of decisions CRP7. Employ valid and reliable research strategies <b>Technology Standards:</b> 8.2.5.D.1 Identify and collect information about a problem	1. What are careers in engineering?	(Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.) Formative assessments include: interactive response, observation, active participation in a team environment, and/or data collection of investigation.
	Enduring Understanding	Resources

that can be solved by	]	
technology, generate ideas to	Careers in Engineering	Renewable Energy Resources
solve the problem, and identify	5 5	Air & Water Resources
constraints and trade-offs to be		Construction Design
considered.		Resources
8.2.5.D.2 Evaluate and test		Chromebooks
alternative solutions to a		Ipads
problem using the constraints		
and trade-offs identified in the		
design process to evaluate		
potential solutions		
ELA Companion Standards:		
NJSLSA.SL4. Present		
information, findings, and		
supporting evidence such that		
listeners can follow the line of		
reasoning and the organization,		
development, and style are		
appropriate to task, purpose,		
and audience. NJSLSA.SL5.		
Make strategic use of digital		
media and visual displays of		
data to express information and		
enhance understanding of		
presentations. NJSLSA.SL6.		
Adapt speech to a variety of		
contexts and communicative		
tasks, demonstrating command		
of formal English when		
indicated or appropriate.		
MODIFICATIONS:		
Gifted and Talented Learners:		
student centered, compact		
curriculum, flexible pacing,		
assume ownership of own		
learning		
Special Education Learners:		
written list of instructions,		
extended time, alternate		
projects, flexible use of		
materials		
English Language Learners:		

extended time, teacher modeling, simplified instructions, frequent breaks	

	QUARTER 3 – Big Idea: Science Topic: Biomedical	
Standards: NJ Student Learning Standards: NGSS MS-LS1-1. Conduct an investigation to provide	G SWBAT research & explore bi	OAL omedical science.
evidence that living things are made of cells; either one cell or	Essential Questions	Assessments
made of cells; either one cell of many different numbers and types of cells. MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past	1. What is biomedical science?	(Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.) Formative assessments include: interactive response, observation, active participation in a team environment, and/or data collection of investigation.

1	
Enduring Understanding	Resources
Aspects of biomedical science	Biomedical Resources
	Forensic Resources
	Climate Change Resources
	Chromebooks
	Ipads
	Aspects of biomedical science

presentations. NJSLSA.SL6.
Adapt speech to a variety of
contexts and communicative
tasks, demonstrating command
of formal English when
indicated or appropriate.
MODIFICATIONS:
Gifted and Talented Learners:
student centered, compact
curriculum, flexible pacing,
assume ownership of own
learning
Special Education Learners:
written list of instructions,
extended time, alternate
projects, flexible use of
materials
English Language Learners:
extended time, teacher
modeling, simplified
instructions, frequent breaks

QUARTER 3 – Big Idea: Science Topic: Forensic		
Standards:	GOAL	
<b>NJ Student Learning Standards:</b> NGSS MS-LS1-1. Conduct an investigation to provide	SWBAT research & explore forensic science.	sic science.
evidence that living things are	Essential Questions	Assessments

made of cells; either one cell or many different numbers and types of cells. MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater	1. What is forensic science?	(Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.) Formative assessments include: interactive response, observation, active participation in a team environment, and/or data collection of investigation.
resources are the result of past	Enduring Understanding	Resources
and current geoscience processes. 21 <sup>st</sup> Century Life and Careers: CRP1. Act as a responsible and contributing citizen and employee. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Technology Standards: 8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences. 8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.		Biomedical Resources Forensic Resources Climate Change Resources Chromebooks Ipads

8.2.8.A.4 Redesign an existing product that impacts the environment to lessen its impact(s) on the environment. ELA Companion Standards: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **MODIFICATIONS:** Gifted and Talented Learners: student centered, compact curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified instructions, frequent breaks

	QUARTER 3 –	
	Big Idea: Science	
	<b>Topic:</b> Climate Change	)
Standards:		OAL
NJ Student Learning Standards: NGSS MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and	SWBAT research & explore cli	-
types of cells. MS-LS4-4. Construct an	Essential Questions	Assessments
explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP1. Act as a responsible and contributing citizen and employee. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and	1. What is climate change?	(Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.) Formative assessments include: interactive response, observation, active participation in a team environment, and/or data collection of investigation.
CRP7. Employ valid and reliable research strategies.	Enduring Understanding	Resources

CRP8. Utilize critical thinking to		
•	Solutions to climate change	Biomedical Resources
persevere in solving them.		Forensic Resources
Technology Standards:		Climate Change Resources
8.2.5.A.4 Compare and		Chromebooks
contrast how technologies have		Ipads
changed over time due to		
human needs and economic,		
political and/or cultural		
influences.		
8.2.5.A.5 Identify how		
improvement in the		
understanding of materials		
science impacts technologies.		
8.2.8.A.4 Redesign an existing		
product that impacts the		
environment to lessen its		
impact(s) on the environment.		
ELA Companion Standards:		
NJSLSA.SL4. Present		
information, findings, and		
supporting evidence such that		
listeners can follow the line of		
reasoning and the organization,		
development, and style are		
appropriate to task, purpose,		
and audience. NJSLSA.SL5.		
Make strategic use of digital		
media and visual displays of		
data to express information and		
enhance understanding of		
presentations. NJSLSA.SL6.		
Adapt speech to a variety of		
contexts and communicative		
tasks, demonstrating command		
of formal English when		
indicated or appropriate.		
MODIFICATIONS:		
Gifted and Talented Learners:		
student centered, compact		
curriculum, flexible pacing,		
assume ownership of own		
learning		

	QUARTER 3 – Big Idea: Science Topic: Career Exploration	
investigation to provide	G SWBAT explore careers in sci	OAL ence.
evidence that living things are	Essential Questions	Assessments
made of cells; either one cell or many different numbers and types of cells. MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater	1. What are careers in science?	(Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.) Formative assessments include: interactive response, observation, active participation in a team environment, and/or data collection of investigation.

resources are the result of past and current geoscience processes. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP1. Act as a responsible and contributing citizen and employee. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.		
Technology Standards: 8.2.5.A.4 Compare and	Enduring Understanding	Resources
contrast how technologies have		
changed over time due to human needs and economic, political and/or cultural influences. 8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies. 8.2.8.A.4 Redesign an existing product that impacts the environment to lessen its impact(s) on the environment. <b>ELA Companion Standards:</b> NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and	Careers in Science	Biomedical Resources Forensic Resources Climate Change Resources Chromebooks Ipads

enhance understanding of
presentations. NJSLSA.SL6.
Adapt speech to a variety of
contexts and communicative
tasks, demonstrating command
of formal English when
indicated or appropriate.
MODIFICATIONS:
Gifted and Talented Learners:
-
student centered, compact
curriculum, flexible pacing,
assume ownership of own
learning
Special Education Learners:
written list of instructions,
extended time, alternate
projects, flexible use of
materials
English Language Learners:
extended time, teacher
modeling, simplified
instructions, frequent breaks
· ·

	QUARTER 4 –
Tonic	Big Idea: Technology : Virtual & Augmented Reality
Standards:	GOAL
NJ Student Learning Standards: NGSS	SWBAT explore virtual & augmented reality.
Students who demonstrate understanding can: MS-ETS1-	

1. Define the criteria and

**Essential Questions** 

Assessments

constraints of a design problem with sufficient precision to	1. What is virtual &	(Include benchmark assessments where possible –
ensure a successful solution,	augmented reality?	This could be a link to the
taking into account relevant	augmented reality.	assessment, a page reference
scientific principles and		in a book to the assessment or
potential impacts on people		an attachment following this
and the natural environment		document referencing these
that may limit possible		standards and this goal.)
solutions. MS-ETS1-2.		
Evaluate competing design		Formative assessments
solutions using a systematic		include: interactive response,
process to determine how well		observation, active participation
they meet the criteria and		in a team environment, and/or
constraints of the problem. MS-		data collection of investigation
ETS1-3. Analyze data from		
tests to determine similarities		
and differences among several		
design solutions to identify the		
best characteristics of each that		
can be combined into a new		
solution to better meet the		
criteria for success. MS-ETS1-		
4. Develop a model to generate	Enduring Understanding	Resources
data for iterative testing and	Enduring Understanding	Resources
data for iterative testing and modification of a proposed	Enduring Understanding Aspects of virtual &	Resources
data for iterative testing and modification of a proposed object, tool, or process such		Resources
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be	Aspects of virtual &	
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Aspects of virtual &	Virtual Reality Resources
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. 21 <sup>st</sup> Century Life and	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. 21 <sup>st</sup> Century Life and Careers:	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. 21 <sup>st</sup> Century Life and Careers: CRP2. Apply appropriate	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP2. Apply appropriate academic and technical skills.	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Animation Resources Video Game Design Resources
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Animation Resources Video Game Design Resources Digital Textile Resources
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation.	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Animation Resources Video Game Design Resources Digital Textile Resources Chromebooks
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP10. Plan education and	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Animation Resources Video Game Design Resources Digital Textile Resources
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP10. Plan education and career paths aligned to	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Animation Resources Video Game Design Resources Digital Textile Resources Chromebooks
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Animation Resources Video Game Design Resources Digital Textile Resources Chromebooks
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Animation Resources Video Game Design Resources Digital Textile Resources Chromebooks
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Animation Resources Video Game Design Resources Digital Textile Resources Chromebooks
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Animation Resources Video Game Design Resources Digital Textile Resources Chromebooks
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Animation Resources Video Game Design Resources Digital Textile Resources Chromebooks
data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. <b>21<sup>st</sup> Century Life and</b> <b>Careers:</b> CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while	Aspects of virtual &	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Animation Resources Video Game Design Resources Digital Textile Resources Chromebooks

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. 8.2.5.C.1 Collaborate with peers to illustrate components of a designed system 8.2.5.C.7 Work with peers to redesign an existing product for a different purpose ELA Companion Standards: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **MODIFICATIONS:** Gifted and Talented Learners: student centered, compact curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners:

	QUARTER 4 – Big Idea: Technology Topic: Electronics	
Standards:	G	OAL
Students who demonstrate understanding can: MS-ETS1- 1. Define the criteria and	SWBAT explore circuits & elec	stronics.
constraints of a design problem with sufficient precision to		
ensure a successful solution, taking into account relevant	Essential Questions	Assessments
scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS- ETS1-3. Analyze data from	1. What are circuits & electronics?	(Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.) Formative assessments include: interactive response, observation, active participation

tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1- 4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be		in a team environment, and/or data collection of investigation
achieved. 21 <sup>st</sup> Century Life and	Enduring Understanding	Resources
Careers:		
CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. <b>Technology Standards:</b> 8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. 8.2.5.C.1 Collaborate with peers to illustrate components of a designed system 8.2.5.C.7 Work with peers to redesign an existing product for a different purpose	Aspects of circuits & electronics	Virtual Reality Resources Augmented Reality Resources Circuit Resources Electronic Resources Video Game Design Resources Digital Textile Resources Chromebooks Ipads
redesign an existing product for		

supporting evidence such that	
listeners can follow the line of	
reasoning and the organization,	
development, and style are	
appropriate to task, purpose,	
and audience. NJSLSA.SL5.	
Make strategic use of digital	
media and visual displays of	
data to express information and	
enhance understanding of	
presentations. NJSLSA.SL6.	
Adapt speech to a variety of	
contexts and communicative	
tasks, demonstrating command	
of formal English when	
indicated or appropriate.	
MODIFICATIONS:	
Gifted and Talented Learners:	
student centered, compact	
curriculum, flexible pacing,	
assume ownership of own	
learning	
Special Education Learners:	
written list of instructions,	
extended time, alternate	
projects, flexible use of	
materials	
English Language Learners:	
extended time, teacher	
modeling, simplified	
instructions, frequent breaks	

	QUARTER 4 –
	Big Idea: Technology
	Topic: Video Game Design
Standards:	GOAL

NJ Student Learning Standards: NGSS Students who demonstrate	SWBAT explore animation & vi	deo game design.
Students who demonstrate understanding can: MS-ETS1- 1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS- ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that	1. What is animation & video game design?	Assessments (Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.) Formative assessments include: interactive response, observation, active participation in a team environment, and/or data collection of investigation
can be combined into a new solution to better meet the criteria for success. MS-ETS1- 4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such	Enduring Understanding	Resources

	_	
that an optimal design can be		
achieved.	Aspects of animation & video	Virtual Reality Resources
21 <sup>st</sup> Century Life and	game design	Augmented Reality Resources
Careers:		Circuit Resources
CRP2. Apply appropriate		Electronic Resources
academic and technical skills.		Animation Resources
CRP6. Demonstrate creativity		Video Game Design
and innovation.		Resources
CRP10. Plan education and		Digital Textile Resources
career paths aligned to		Chromebooks
personal goals. CRP11. Use		Ipads
technology to enhance		
productivity. CRP12. Work		
productively in teams while		
using cultural global		
competence.		
Technology Standards:		
8.2.5.C.4 Collaborate and		
brainstorm with peers to solve		
a problem evaluating all		
solutions to provide the best		
results with supporting		
sketches or models.		
8.2.5.C.1 Collaborate with		
peers to illustrate components		
of a designed system		
8.2.5.C.7 Work with peers to		
redesign an existing product for		
a different purpose		
ELA Companion Standards:		
NJSLSA.SL4. Present		
information, findings, and		
supporting evidence such that		
listeners can follow the line of		
reasoning and the organization	,	
development, and style are		
appropriate to task, purpose,		
and audience. NJSLSA.SL5.		
Make strategic use of digital		
media and visual displays of		
data to express information and	1	
enhance understanding of		
presentations. NJSLSA.SL6.		

Adapt speech to a variety of contexts and communicative tasks, demonstrating comman of formal English when indicated or appropriate. <b>MODIFICATIONS:</b> Gifted and Talented Learners: student centered, compact curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified instructions, frequent breaks	
contexts and communicative tasks, demonstrating comman of formal English when indicated or appropriate. <b>MODIFICATIONS:</b> Gifted and Talented Learners: student centered, compact curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	ot speech to a variety of
of formal English when indicated or appropriate. <b>MODIFICATIONS:</b> Gifted and Talented Learners: student centered, compact curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	• • •
of formal English when indicated or appropriate. <b>MODIFICATIONS:</b> Gifted and Talented Learners: student centered, compact curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	s, demonstrating comman
MODIFICATIONS: Gifted and Talented Learners: student centered, compact curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	rmal English when
Gifted and Talented Learners: student centered, compact curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	ated or appropriate.
student centered, compact curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	DIFICATIONS:
curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	ed and Talented Learners:
assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	ent centered, compact
learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	culum, flexible pacing,
Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	ime ownership of own
written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	າing
extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	cial Education Learners:
projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified	
materials English Language Learners: extended time, teacher modeling, simplified	nded time, alternate
English Language Learners: extended time, teacher modeling, simplified	
extended time, teacher modeling, simplified	
modeling, simplified	• •
<b>.</b> .	
instructions, frequent breaks	•
	uctions, frequent breaks

QUARTER 4 – Big Idea: Technology Topic: Digital Textiles		
Standards:	GOAL	
NJ Student Learning Standards: NGSS Students who demonstrate understanding can: MS-ETS1- 1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant	SWBAT explore digital textiles.	
scientific principles and	Essential Questions	Assessments

potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

#### 21<sup>st</sup> Century Life and Careers:

CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. **Technology Standards:** 8.2.5.C.4 Collaborate and

brainstorm with peers to solve a problem evaluating all solutions to provide the best 1. What are digital textiles?

(Include benchmark assessments where possible – This could be a link to the assessment, a page reference in a book to the assessment or an attachment following this document referencing these standards and this goal.)

Formative assessments include: interactive response, observation, active participation in a team environment, and/or data collection of investigation

Enduring Understanding	Resources
Aspects of digital textiles	Virtual Reality Resources
	Augmented Reality Resources Circuit Resources
	Electronic Resources
	Animation Resources
	Video Game Design
	Resources Digital Textile Resources
	Chromebooks
	Ipads

results with supporting sketches or models. 8.2.5.C.1 Collaborate with peers to illustrate components of a designed system 8.2.5.C.7 Work with peers to redesign an existing product for a different purpose ELA Companion Standards: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. MODIFICATIONS: Gifted and Talented Learners: student centered, compact curriculum, flexible pacing, assume ownership of own learning Special Education Learners: written list of instructions, extended time, alternate projects, flexible use of materials English Language Learners: extended time, teacher modeling, simplified instructions, frequent breaks

QUARTER 4 –			
-	Big Idea: Technology		
	<b>Fopic:</b> Career Exploratio	n	
Standards:	G	DAL	
NJ Student Learning			
Standards: NGSS	SWBAT explore careers in technology.		
Students who demonstrate understanding can: MS-ETS1-			
1. Define the criteria and	Essential Questions	Accomente	
constraints of a design problem	Essential Questions	Assessments	
with sufficient precision to		(Include benchmark	
ensure a successful solution,	1. What are careers in	assessments where possible –	
taking into account relevant	technology?	This could be a link to the	
scientific principles and		assessment, a page reference	
potential impacts on people		in a book to the assessment or	
and the natural environment		an attachment following this	
that may limit possible		document referencing these	
solutions. MS-ETS1-2.		standards and this goal.)	
Evaluate competing design solutions using a systematic		Formative assessments	
process to determine how well		include: interactive response,	
they meet the criteria and		observation, active participation	
constraints of the problem. MS-		in a team environment, and/or	
ETS1-3. Analyze data from		data collection of investigation	
tests to determine similarities			
and differences among several			
design solutions to identify the			
best characteristics of each that			
can be combined into a new			
solution to better meet the			
criteria for success. MS-ETS1-			
4. Develop a model to generate data for iterative testing and			
modification of a proposed			
object, tool, or process such			
that an optimal design can be			
achieved.			
	Enduring Understanding	Resources	

21 <sup>st</sup> Century Life and		
Careers:	Careers in technology	Virtual Reality Resources
CRP2. Apply appropriate		Augmented Reality Resources
academic and technical skills.		Circuit Resources
CRP6. Demonstrate creativity		Electronic Resources
and innovation.		Animation Resources
CRP10. Plan education and		Video Game Design
career paths aligned to		Resources
personal goals. CRP11. Use		Digital Textile Resources
technology to enhance		Chromebooks
productivity. CRP12. Work		Ipads
productively in teams while		
using cultural global		
competence.		
Technology Standards:		
8.2.5.C.4 Collaborate and		
brainstorm with peers to solve		
a problem evaluating all		
solutions to provide the best		
results with supporting		
sketches or models.		
8.2.5.C.1 Collaborate with		
peers to illustrate components		
of a designed system		
8.2.5.C.7 Work with peers to		
redesign an existing product for		
a different purpose		
ELA Companion Standards:		
NJSLSA.SL4. Present		
information, findings, and		
supporting evidence such that		
listeners can follow the line of		
reasoning and the organization,		
development, and style are		
appropriate to task, purpose,		
and audience. NJSLSA.SL5.		
Make strategic use of digital		
media and visual displays of		
data to express information and		
enhance understanding of		
presentations. NJSLSA.SL6.		
Adapt speech to a variety of		
contexts and communicative		

tasks, demonstrating command
of formal English when
indicated or appropriate.
MODIFICATIONS:
Gifted and Talented Learners:
student centered, compact
curriculum, flexible pacing,
assume ownership of own
learning
Special Education Learners:
written list of instructions,
extended time, alternate
projects, flexible use of
materials
English Language Learners:
extended time, teacher
modeling, simplified
instructions, frequent breaks