

**Unit: Pitch Me! TV Show Design**Content Area: **Gifted and Talented**Course(s): **6th Grade G&T - Resiliency** (universal theme)Time Period: **MP 1**Length: **September**Status: **DRAFT**

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**Course Pacing Guide**

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Unit	Month
<b>Pitch Me!: TV Show Design</b>	<b>September</b>
GT Inventors - The Next Big Idea	October - November
NPR Podcast Passion Project	December - January
Independent Study Infographic	February
Urban Planning Project	March - April
Grade 6-8 Collaborative Unit	April - June
GT Social Emotional Learning	MP 1, 2, 3, 4

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**Unit Overview**

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To start the year and build a classroom community, students will design a reality TV show series starring themselves! They will reflect and focus on their own personal strengths, creatively developing an idea, and effectively communicating that idea. They will learn essential components persuasively pitching an original idea. Students will create a Flipgrid video to pitch their idea to their class. This mini-unit will serve the purpose of: facilitating deeper self-reflection of strengths and interests, using creativity and communication strategies to present a persuasive pitch, and building a strong classroom community within the gifted and talented cohort.

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**Enduring Understandings (Big Ideas)**

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- Effective communication strategies are needed to exchange ideas with others.
  - Content and delivery are of critical importance in a persuasive speech.
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**Essential Questions**

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- What am I excited about? What am I curious about? What am I passionate about?
  - How can I apply my passions and interests to design a marketable TV show?
  - How can I maximize the impact of persuasive speech?
  - How can collaboration strengthen my ideas?
  - How can I best communicate my ideas?
  - How can I continue to grow my ideas and expand my thinking to related STEM, historical, and social contexts?
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## Learning Activities

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Students will...

- reflect on their own personal strengths and interests to determine what they would want to share with a broader audience.
- apply their personal strengths and interest to developing a response to a creative prompt.
- research the market of successful TV shows and TV personalities.
- collaborate with classmates on the development of their collective ideas during the brainstorming process.
- research essential components of a persuasive speech or pitch.
- develop and refine their own original content for a persuasive pitch.
- script and record a dynamic pitch while utilizing technology to enhance their persuasive strategies.
- reflect as collaborative members of the classroom community to view and provide feedback to their classmates.

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## Technology Standards

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TECH.8.1.12.D. CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12.F.C S3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.E. CS4	Process data and report results.
TECH.8.1.12.C. CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.2.12.C. CS2	The application of engineering design.
TECH.8.1.12.F.C S4	Use multiple processes and diverse perspectives to explore alternative solutions.

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## 21st Century Themes/Careers

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CAEP.9.2.8. B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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CAEP.9.2.12. Identify transferable career skills and design alternate career plans.  
C.3

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### **Financial Literacy Integration**

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During this unit, students have the opportunity to use financial plans to support their persuasion within their pitch.

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### **Accommodations**

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Situational, as appropriate, include but are not limited to:

- read aloud
  - heterogeneous small group work (pairs)
  - multiple modalities of instruction - visual, auditory, reading/writing, and kinesthetics
  - organizers, schedules
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### **Closure**

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- Exit slips and surveys using Google Form
  - Students use jam board to:
    - post what they learned, and other students randomly pick a response and read it aloud.
    - post a follow-up question or request to further learn or elaborate about specific detail
    - post questions about the lesson on cards, using question stems framed around Bloom's Taxonomy. Students randomly are assigned questions. Have students dramatize a real-life application of a skill.
    - post a comment in one of four categories: "Got It," "More Practice, Please," or "I Need Some Help!"
  - Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
  - Elevator pitch - students to summarize the main idea in under 60 seconds to another student
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