

TOWNSHIP OF UNION PUBLIC SCHOOLS



Gifted & Talented Grade 5

Adopted February 15, 2022

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

The purpose of the district program for the gifted and talented is to provide appropriate educational services for those students who have been identified as having or possessing exceptional abilities that are both dynamic and inclusive. Through a differentiated curriculum, both in depth and scope, these students will be challenged to maximize their potential. A safe, inclusive, and culturally responsive learning environment will be provided so that these individuals with gifts and talents become effective learners and develop social and emotional well-being

The Gifted and Talented program for the gifted students understands that language, culture, economic status, family background, and/or disability can influence the learning of individuals with gifts and talents. Through this understanding, opportunities are created by the staff to respond to the needs of the individuals. The gifted and talented program creates opportunities for students to see beyond that which is apparent to the average learner and be innovative and creative in their thinking. The emphasis in grades kindergarten through eight will be placed on developing the individual gifts and talents of the students within the program as we grow and evolve to meet their individual needs.

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Curriculum Units/Pacing Guide

| Unit # / Title | Number of Days |
|-----------------------------------------------------------|-----------------------|
| Unit 1: <u>STEM</u> | 15-20 |
| Unit 2: <u>Social Studies/Multicultural/Globalization</u> | 15-20 |
| Unit 3: <u>Writing/College & Career Readiness</u> | 15-20 |
| Unit 4: <u>Logic/Coding</u> | 15-20 |

Unit Standards Overview

| Overview | Standards | Unit Skills Focus |
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| <p>Unit 1 If-Then-Else Story</p> | <p>Primary Focus Standards: SL.5.1 SL5.2 SL 5.4 W5.3 W 5.6</p> | <ul style="list-style-type: none"> • Create and develop a unique story • Design multiple scenarios the story can take throughout the adventure • Utilize technology to create an interactive story |
| <p>Unit 2 Social Studies/Multicultural/Globalization</p> | <p>Primary Focus Standards: SS 6.1 SS 6.2 SS6.3</p> | <ul style="list-style-type: none"> • Research personal culture and language • Discuss global societies, their diversity, varying perspectives, contributions, and challenges • Assist with the execution of Multicultural night |
| <p>Unit 3 Business/College & Career Readiness</p> | <p>Primary Focus Standards: CAP 9.1 CAP 9.2 CAP 9.4</p> | <ul style="list-style-type: none"> • Understand what the stock market is and how it functions • Research and invest in various stocks on a digital platform • Discuss the potential benefits and risks of investments |

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| Unit 4 Genius Hour | Primary Focus Standards: Varies by project | <ul style="list-style-type: none">• Design a project plan for a topic that is of interest to each individual child• Execute the approved plan designed by the student• Collaborate with a mentor that is relevant to the project topic |
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Curricular Units

| Unit 1 Assessment Plan | | |
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| Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> | Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> | |
| <ul style="list-style-type: none"> ● Group discussion ● Observation ● Peer Assessment ● Reflective Assessment | <ul style="list-style-type: none"> ● Project based assessment | |
| Unit 1 Suggested Modifications/Accommodations/Extension Activities | | |
| English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> | Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> | Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> |
| <p><u>NAGC Position Statement</u> Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/desc-riptors</p> <ul style="list-style-type: none"> ● Pre-teaching of vocabulary and concepts ● Visual learning, including graphic organizers ● Use of cognates to increase comprehension ● Teacher modeling ● Pairing students with beginning English language skills with students who have more advanced English language skills ● Scaffolding ● Word walls ● Sentence frames | <p><u>NAGC Position Statement</u> Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> ● Use of visual and multisensory formats ● Use of assisted technology ● Use of prompts ● Modification of content and student products ● Testing accommodations ● Authentic assessments | <p><u>G&T Program Standards</u></p> |

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| <ul style="list-style-type: none"> ● Think-pair-share ● Cooperative learning groups ● Teacher think-aloud | | |
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| Unit 1 Connections | | |
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| <p align="center">NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Technology Standards</u></p> | <p align="center">Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Career Readiness Practices</u></p> | |
| <p>Technology Standards: Technology standards are embedded throughout all curricular units:</p> <ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. | <p>Career Ready Practices and Standard 9.1, 9.2, and 9.3 Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impacts of decisions. ● CRP6: Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP10: Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity. ● CRP12: Work productively in teams while using global competence | |
| <p align="center">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> | <p align="center">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> | |

| Refer to the <u>21st Century Life and Skills</u> | Refer to the <u>NJ Student Learning Standards</u> |
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| <p>21st Century Themes and Skills</p> <p>21st Century Themes</p> <ul style="list-style-type: none"> ● Global Awareness ● Environmental Literacy ● Health Literacy ● Civic Literacy <p>21st Century Skills</p> <ul style="list-style-type: none"> ● Creativity and Innovation (E) ● Critical Thinking and Problem Solving (T) (A) ● Communication (E) ● Collaboration (E) (T) | <p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p> |

Unit 2 Assessment Plan

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| <p align="center">Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> | <p align="center">Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> • Project based assessment |
| <ul style="list-style-type: none"> • Group discussion • Observation • Peer Assessment • Reflective Assessment | |

Unit 1 Suggested Modifications/Accommodations/Extension Activities

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21st Century Themes and Skills

21st Century Themes

- Global Awareness
- Environmental Literacy
- Health Literacy
- Civic Literacy

21st Century Skills

- Creativity and Innovation (E)
- Critical Thinking and Problem Solving (T) (A)
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Unit 3 Assessment Plan

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Unit 3 Connections

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21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.
Refer to the 21st Century Life and Skills

Interdisciplinary Connections

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21st Century Themes and Skills

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Unit 4 Assessment Plan

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