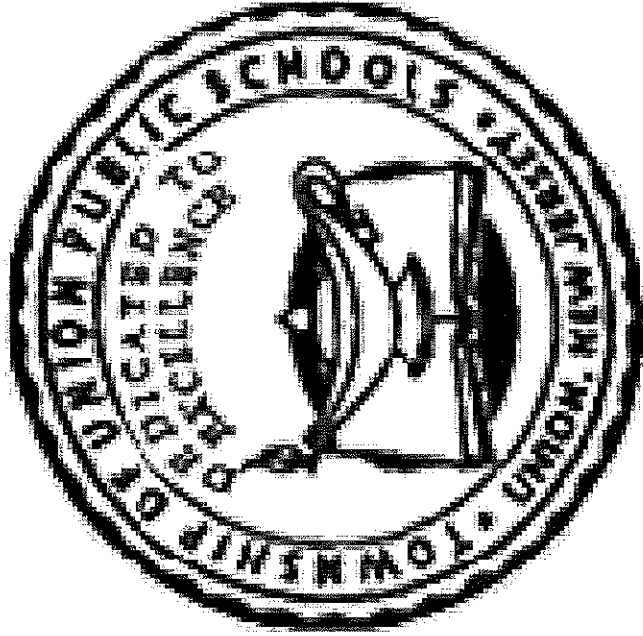


TOWNSHIP OF UNION PUBLIC SCHOOLS



Gifted and Talented 3rd thru 5th grades

Curriculum Guide

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.

District Goals/Department

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in 4Cs. (write this out)
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of Science, Engineering, Mathematics and Technology.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources

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. Through a differentiated curriculum, both in depth and scope, these students will be challenged to maximize their potential.

The Gifted and Talented programs for the gifted students surpasses appropriate grade level and place an emphasis on analysis, synthesis and evaluation. The gifted and talented creates opportunities for students to venture “outside of the box”, to see beyond that which is apparent to the average learner, be innovative and creative in their thinking. Howard Gardner’s Multiple Intelligences are also incorporated so that gifted students use their preferred intelligence to demonstrate their giftedness. The gifted student possesses the ability to venture “outside of the box” and to see beyond that which is apparent to the average learner. The G&T program hone students’ exceptional skills and encourage students to reach higher levels of productivity. The emphasis in grades kindergarten through eight will be placed on developing communications, collaboration, creativity, and critical thinking skills.

“In essence, gifted students have a right to educational experiences that meet their needs. In providing for those needs, we address the whole child with a total curriculum that integrates realms of learning within and across planned experiences, that provides for a progressive development of knowledge and skills and that enhances an appreciation of humanity.” (Van-Tassel-Baska, J. (1988), *Comprehensive Curriculum for Gifted Learners*. Needham Heights, MA: Allyn and Bacon)

Course Proficiencies

Students will be able to...

- Those students who possess or demonstrate high levels of ability, in one or more content areas.
- Use grade level or above vocabulary and written and/or oral communications including the usage of digital devices.
- Infuse technology and/or project-based performance to create and enhance multi-disciplinary projects.
- Work collaboratively to share ideas with fellow students, to enhance the level of innovation for new and improved contributions to society.
- Have an appreciation for multicultural and global world they live in.
- Understand the collaboration and the role of being a leader.

Gifted and Talented Curriculum Units

<u>Curriculum Units</u>	Business/ College Career Readiness	Social Studies/ Multicultural/Globalization	STEM	Logic	Writing/Public Speaking
Grade 3	x	x	x	x	x
Grade 4	x	x	x	x	x
Grade 5	x	x	x	x	x

Pacing Guide- for Grade 3

<u>Content</u>	Number of Days
<u>Unit 1: Public Speaking/Writing</u>	Sept thru June
<u>Unit 2: Social Studies/Multiculture/Globalization</u>	Sept thru Nov
<u>Unit 3: Business/College & Career Readiness</u>	Dec thru Feb
<u>Unit 4: Math/STEAM</u>	Mar thru June
<u>Unit 5: Logic/Coding</u>	Sept thru June

Unit 1: 3rd Grade Public Speaking/Writing

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CP/s)	Activities	Assessments
<p>What are the essential components of giving a presentation?</p> <p>What are the proper techniques in communicating information orally, video, printed media, and online?</p> <p>Can you use different types of speech and descriptive words that allows you and others to visualize?</p>	<p>Students will understand the importance of public speaking and writing.</p> <p>Students will understand the 4 basic type of speeches.</p> <p>Students will understand the proper ways to use technology for presenting.</p> <p>Students will present their viewpoint of their amended rule with the intent to win over the audience using persuasive speech.</p> <p>Students will research a topic of interest and write a digital story posting regarding the topic.</p> <p>Use descriptive words</p>	<p>Students will develop and interest inventory.</p> <p>Students will write and create a technology presentation on two activities they experienced over the summer. Students will share their work to the class.</p> <p>Students will choose a school rule they would like to change. They will then create a digital presentation explaining justification and suggestions for changing the rule. Tools can include but is limited to Haiku Deck, Google Slides, PowerPoint, Prezi, etc.</p> <p>Students will present their slideshows in an</p>	<p>The completion and final presentation of both the summer slideshow and the persuasive slideshow.</p> <p>Pre-established technology tool rubric.</p> <p>Various tests on vocabulary words.</p> <p>Use of vocabulary words in assignments.</p> <p>Final writing portions of unit activities.</p> <p>Group discussion.</p> <p>Class participation</p> <p>Teacher observation.</p> <p>Peer assessment.</p>

	<p>and adjectives in their writing.</p> <p>Understand the importance of details in their writing.</p>	<p>attempt to persuade teacher and class to adopt their viewpoint.</p> <p>Students will participate in a 3rd grade virtual discussion with another 3rd grade in the district regarding the school rule they would like to change.</p>	<p>Reflective assessment</p> <p>Performance-based assessment</p>
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Unit 2: 3rd Grade Social Studies/Culture/Globalization

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>What are the essential elements of a country's culture?</p> <p>Do you understand how diverse country's cultures are?</p> <p>Why is culture important to you?</p> <p>Do you understand the globalization of the Union community?</p>	<p>Students will understand what are the basic components of a country's culture.</p> <p>Students will be able to use the Internet to locate credible information regarding a country.</p> <p>Students will compare and contrast their selected countries with those that were presented to them.</p> <p>Students will work in groups to use their research to create a digital presentation.</p>	<p>Students will work in groups to research, take notes, mind map, brainstorm about a culture of their choice. Specific topics include: music, clothing, food, country origin, language, art, geography, and a teacher selected topics. (Internet, Media Specialist)</p> <p>Groups will create a digital presentation documenting the outcome of their research on teacher specified topics.</p>	<p>Completion and presentation of group presentations.</p> <p>Pre-established rubric.</p> <p>Group discussion.</p> <p>Class participation</p> <p>Teacher observation.</p> <p>Peer assessment.</p> <p>Self assessment..</p> <p>Reflective Assessment</p> <p>Performance-based</p>

	<p>Students will present their completed presentations to an audience.</p> <p>Students will develop knowledge and skills for living and being productive in a multicultural, diverse and global society.</p>	<p>Groups will present their presentations to the class during "Cultural Awareness Day". To supplement their presentations, students will bring in samples of covered topics.</p> <p>Invite 3 guest speakers from Union community to talk about their culture to the class.</p> <p>Students will use the free version of Newlea for research.</p> <p>Students will have a collaborative discussion with another 3rd grade in the district regarding the different cultures of the Union Community.</p>	<p>assessment</p>
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Unit 3: 3rd Business/College Career Readiness

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>What are your personal interests? Gagne – Multiple Interests</p> <p>What career/job would you be interested to do for your future?</p> <p>What are the requirements to attend college in NJ?</p> <p>Does the requirements for certain jobs/careers the same or different and what are these differences?</p>	<p>Students recognize their preferred approaches to their interests and expand their repertoire.</p> <p>Students will explore the idea of attending college and what they would like to study</p> <p>Students will become independent investigators.</p>	<p>Write informative/explanatory texts to examine their personal interests and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and more, but) to connect ideas within categories of information. They will do the same for careers/jobs that they are interested in pursuing in the future.</p>	<p>Pre-established technology tool rubric.</p> <p>Group discussion.</p> <p>Class participation</p> <p>Teacher observation.</p> <p>Peer assessment.</p> <p>Reflective assessment</p> <p>Performance-based assessment</p>

		<p>Students will interview a teacher in their school regarding the college the teacher attended and what their teacher had to do to become a teacher.</p> <p>Students will discuss, as a group, what they have come to understand and conclude about attending college.</p> <p>Students will develop the Lemonade Stand project.</p>	
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Unit 4: 3rd Grade STEAM

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CP/Is)	Activities	Assessments
Do you know what a budget is and how to create one?	Students will understand what a budget is and how to create a budget.	Students will use a spreadsheet to create a "Bedroom Budget" to redesign their own bedroom. (Financial Literacy)	Final Excel budget. Group discussion.
Can you use a spreadsheet to create a budget?	Students will be able to use the Internet to search for different items on store websites.	Students will use the Internet to research items they would like to purchase for their bedroom.	Class participation Teacher observation.
What is STEM? (Science Technology Engineering and Mathematics)	Students will be able to use a spreadsheet to make mathematical calculations.	Students will use the Internet to research items they would like to purchase for their bedroom.	Peer assessment. Reflective assessment.
What is the Design Loop and how is this used for the STEM challenge?	Students will gain a greater understanding of the value of money.	Students will use a spreadsheet to make various calculations using mathematical formulas based on the items they want to purchase and develop "What if"	Performance-based assessment
What is personal finance and why is this important?	Students will be introduced to different aspects of STEM.		

	<p>The design loop is a guide that helps make STEM design problems a more effective learning tool for students. It is a structure for thinking and doing—the essence of design and problem solving.</p>	<p>scenarios. (Financial Literacy)</p> <p>Students will present their budgets to the class.</p> <p>Students will explore the integration of STEM in their everyday lives.</p> <p>As a group, students will complete a STEM type challenge and present their challenge to the teacher.</p>	
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Unit 5: 3rd Grade Logic/Coding

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
Can students synthesize information given in a word problem to deduce a logical conclusion?	Students will be able to complete a 6 x 6 medium level Sudoku puzzle.	Students will complete various 6 x 6 Sudoku puzzles.	Successful completion of logical reasoning puzzles.
Can you solve a Sudoku puzzle?	Students will understand techniques of cross hatching and elimination.	Students will solve logical reasoning word problems.	Group discussion. Class participation
Can students understand the concept of algorithms in logic?	Students will understand how to use matrixes to solved logical reasoning word problems.	Students will solve other various logical reasoning puzzles.	Teacher observation. Peer assessment.
What is coding and how is used in everyday life?	Students will be introduced to algorithms and how they work in their everyday lives. Students will be able to	Students will use the code.org/Google CS First websites will start from Course 3 on Functions, Conditions, Nesting and Loops. (online and free resource).	Reflective assessment. Performance-based assessment

follow an algorithm on creating a peanut butter and jelly sandwich.

Students will be introduced to Functions, Conditions, Nesting and Loops in coding.

Standards for 3rd grade

NJSLS.ELA-Literacy.SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and details.

NJSLS.ELA-Literacy. SL3.4 – Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

NJSLS.ELA-Literacy.SL 3.6 – Speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification.

NJSLS.ELA-Literacy.Writing.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

NGS -3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

NGS-3-5-ETS 1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

21st Century Life and Careers. 9.1.4.A.1 By the end of 4th grade students will be able to explain the difference between career and a job, and identify various jobs in the community and the related earnings.

21st Century Life and Careers 9.1.4.B.3 Explain what a budget is and why it is important.

21st Century Life and Careers 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

NJ Core Curriculum Content Standards – Technology

- 8.1.5.A.1 – Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.4 – Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
- 8.1.2.B.1 – Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.P.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.
- 8.1.5.D.1 – Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Pacing Guide- for Grade 4

<u>Content</u>	Number of Days
<u>Unit 1: Public Speaking/Writing</u>	Sept thru June
<u>Unit 2: Social Studies/Multiculture/Globalization</u>	Sept thru Nov
<u>Unit 3: Business/College & Career Readiness</u>	Dec thru Feb
<u>Unit 4: Math/STEAM</u>	Mar thru June
<u>Unit 5: Logic/Coding</u>	Sept thru June

Unit 1: 4th grade Public Speaking/Writing

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>What are the essential components of giving an oral presentation?</p> <p>What are the proper techniques in communicating information orally?</p>	<p>Students will comprehend and can express what it means to be a “digital citizen”.</p> <p>Students will understand what makes up their digital footprint and can express changes they would make to increase or decrease this footprint.</p>	<p>Students will write and create a digital presentation on their personal digital footprint.</p> <p>Students will write and create an electronic presentation on being a “good digital citizen”.</p>	<p>The completion and final presentation of both the digital footprint slideshow and the debate slideshow.</p>
<p>What is Digital Citizenship?</p>	<p>Students will understand the importance of public speaking.</p>	<p>Students will share their work to the class.</p>	<p>Pre-established digital presentation rubric.</p> <p>Group discussion.</p> <p>Class participation</p>
<p>What is your digital footprint?</p>	<p>Students will understand the proper ways to present a digital slideshow.</p>	<p>Students will establish a topic with another 4th grade in the district to debate.</p> <p>After sides are chosen, opposing groups will research the topic in</p>	<p>Teacher observation.</p> <p>Peer assessment.</p> <p>Self assessment.</p> <p>Performance-based</p>

	<p>Students will present their viewpoint of a debate with the intent to win over the audience using persuasive speech.</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>greater depth and formulate a thorough argument. (Internet)</p> <p>Students will use A digital presentation to convince the class of their position.</p> <p>Students will have a virtual discussion with another 4th grade in the school district on an agreed upon topic.</p>	<p>assessment</p>
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Unit 2: 4th grade Business/College & Career Readiness

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>What are the most important choices you could make en route to establishing a successful business?</p> <p>What is personal finance and how does this affect the choice of career and jobs?</p> <p>How does personal finance affect college choice?</p> <p>Explore different careers and occupations.</p> <p>Explore college readiness.</p>	<p>Students will understand the basics behind starting a company.</p> <p>Students will work in teams in to create their own business.</p> <p>Students will understand the importance of marketing and advertising.</p> <p>Students will understand basic finances that relate to business operations and how it differs with personal finance.</p>	<p>Students will create their own printable advertisement for their business.</p> <p>Students will write, record, and edit their own commercials for their business.</p> <p>Students will create their own business cards related to their business.</p> <p>Students will create a sample budget for their business.</p> <p>Students will create a</p>	<p>Final printable advertisement and commercial.</p> <p>Final electronic presentation.</p> <p>Final budget.</p> <p>Group discussion.</p> <p>Class participation</p> <p>Teacher observation.</p> <p>Peer assessment.</p> <p>Self assessment.</p>

<p>Students will explore the idea of attending college and what they would like to study.</p> <p>Students will identify future career goals that match their talents and abilities and the resources to meet those goals</p>	<p>digital presentation explaining their business idea. This presented will be presented to teachers who will act as investors looking to invest in a new company.</p> <p>Teams from each school will then present their businesses in a district wide competition.</p> <p>Students will interview someone in a career of their interest and report back to the class.</p>	<p>Performance-based assessment</p>
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Unit 3: 4th Grade Social Studies/Multicultural/Globalization

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>Using mapping technology can you plan a long range road trip?</p> <p>Many say that “the United States is a melting pot”. What does this mean to you?</p> <p>How do you create an understanding of and respect for similarities and differences between yourself and your peer group and others that are different?</p>	<p>Students will have a better understanding of the geography in the United States and different cultures in the United States.</p> <p>Students will investigate their own personal cultures and languages.</p> <p>Students will be able to use Google Earth to plan, map, measure, and view the immigration of their families to the United States.</p> <p>Students will have a better understanding of</p>	<p>Students will plan an attainable road trip starting in New Jersey and ending on the west coast of the United States.</p> <p>Students will use a planning template to outline their entire trip. Students will keep track of mileage, hours driven, and other various points of interests.</p> <p>Students will discover the capabilities of Google Earth to map, measure, and view their planned trip.</p>	<p>Completion of trip template.</p> <p>Completion of pre-established written assessment.</p> <p>Group discussion.</p> <p>Class participation</p> <p>Teacher observation.</p> <p>Peer assessment.</p> <p>Self assessment.</p> <p>Performance-based assessment</p>

factors, benefits, and limitations their families faced in coming to America.

Students will use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Students will develop knowledge and skills for living and being productive in a multicultural, diverse global society.

Students will investigate their own personal cultures and languages and present to the class.

Students will use the free version of Newslea for research.

Unit 4:4th Grade STEAM

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>Do you know what a budget is and how to create one?</p> <p>Can you use an electronic spreadsheet to create a budget?</p> <p>What does it mean to “go green”? Renewable energy, Renew, Reuse, Recycle – what does this mean to you?</p> <p>How can you decrease your digital footprint and how does this affect your daily life?</p>	<p>Students will understand what goes into planning and creating a detailed budget.</p> <p>Students will be able to use the Internet to research the components of their digital footprint.</p> <p>Students will be able to use an electronic spreadsheet to make mathematical calculations.</p>	<p>Students will design a plan to decrease their digital footprint in the G&T class.</p> <p>Using a digital worksheet, students will record data using a survey for the students in their school on recycling in the school. They will calculate the cost of not recycling versus recycling.</p> <p>Students will use the Internet to get approximate numbers for their electronic worksheet.</p>	<p>Final electronic worksheet.</p> <p>Group discussion.</p> <p>Class participation</p> <p>Teacher observation.</p> <p>Peer assessment.</p> <p>Self assessment.</p> <p>Performance-based assessment</p>

Students will be able to format an electronic worksheet to meet their needs.

Students will have an understand of renewable energy and how they can save energy in their daily lives.

How does decreasing your digital footprint affects renewing, reusing and recycling in your community?

Students will insert all relevant information to display their research into a spreadsheet.

Students will use their data to make specific mathematical calculations related to their opinions on recycling in their school. (Create charts in electronic worksheets).

Students will develop a presentation on recycling in their school and present it to their principal, supervisor of maintenance and business administrator.

Unit 5: 4th Grade Logic/Critical Thinking

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>Can students synthesize information given in a word problem to deduce a logical conclusion?</p> <p>Can you solve a Sudoku puzzle?</p> <p>Can you do the Tower of Hanoi?</p> <p>Can you resolve the puzzle of the BreakOut EDU kit?</p>	<p>Students will be able to complete a 9 x 9 easy level Sudoku puzzle.</p> <p>Students will understand techniques of cross hatching and elimination.</p> <p>Students will understand how to use matrixes to solved logical reasoning word problems.</p> <p>Students will use critical thinking skills to resolve the BreakOut EDU kit.</p>	<p>Students will complete various 9 x 9 Sudoku puzzles.</p> <p>Students will solve logical reasoning word problems.</p> <p>Students will solve other various logical reasoning puzzles.</p> <p>As a group, students will do a simple BreakOut EDU game using the BreakOut EDU kit.</p> <p>Students will play the Tower Of Hanoi game individually.</p>	<p>Successful completion of logical reasoning puzzles.</p> <p>Group discussion.</p> <p>Class participation</p> <p>Teacher observation.</p> <p>Peer assessment.</p> <p>Self guided assessment.</p> <p>Performance-based assessment</p>



4th Grade Standards

NJSLS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4 topics and texts, building on other's ideas and expressing their own clearly.

NJSLS.ELA-Literacy. SL.4.4 Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

NJSLS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

NJSLS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

NJSLS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in single sitting.

NGS -3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

NGS-3-5-ETS 1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

21st Century Life and Careers. 9.1.4.A.1 By the end of 4th grade students will be able to explain the difference between career and a job, and identify various jobs in the community and the related earnings.

21st Century Life and Careers 9.1.4.B.3 Explain what a budget is and why it is important.

21st Century Life and Careers 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

NJ Technology Standards:

8.1.5.A.1 – Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.4 – Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.2.B.1 – Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.P.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.

8.1.5.D.1 – Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Curriculum Units: Grade 5

Unit 1: STEAM/Coding/Logic

Unit 2: Social Studies/Multiculture/Globalization

Unit 3: Writing/Presentation

Unit 4: Self-Guided Learning

Pacing Guide- Grade 5

Content	Number of Days
Unit 1: STEAM	Sept. – Nov
Unit 2: Social Studies/Multicultural/Globalization	Dec – Feb
Unit 3: Business/College and Career Readiness	March - May
Unit 4: Self – Guided Learning	May - June

Unit 1: 5th Grade STEAM

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why is STEAM education so important?</p> <p>How can students develop and demonstrate the ability to apply logic in a sound and systematic way?</p> <p>Can students synthesize information given a word problem to deduce a logical conclusion?</p> <p>What is Logic?</p> <p>Can logic be applied to a Breakout EDU games, where players work collaboratively to solve a series of critical thinking puzzles in</p>	<p>Students will explore the components of STEAM and how it relates to their everyday life.</p> <p>Students will experience STEAM activities including engineering.</p> <p>Students will experience using blockly coding.</p> <p>Students will be introduced Computer Aided Design and how CAD is used in society.</p> <p>Students will apply systematic logic reasoning to resolve an issue in their school such as the need for a</p>	<p>Students will participate in the Bee-bot robot Challenge. Using algorithms from the NJ Liberty Science Center.</p> <p>Students will use Code.org and Google CS First for coding in class.</p> <p>Coding and the creating of Apps.</p> <p>Robotics competition.</p> <p>CAD problem and solution.</p> <p>Students will collaboratively work on opening a BreakOut Edu</p>	<p>Vocabulary words in Engineering.</p> <p>Results of the Bee-bot Challenge.</p> <p>Results of the Robotics competition.</p> <p>Rubric for Scratch Game.</p> <p>Group discussion.</p> <p>Class participation</p> <p>Teacher observation.</p> <p>Peer assessment.</p> <p>Self assessment.</p>

<p>order to open a locked box?</p> <p>How does coding affect your everyday life?</p>	<p>space for a makerspace, more classrooms to decrease class size, how to make lunch more interesting for all students, etc.</p> <p>Students will be exposed to basics of coding in Scratch and how coding is in all electronics today.</p>	<p>box during class.</p> <p>Students will work on various BreakOut Edu online games during class.</p> <p>Students will write up a systematic propose to resolve an issue in their school.</p> <p>Students will use Scratch to develop an online game.</p>	<p>Group discussion and collaboration to resolve the BreakOut Edu.</p>
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Unit 2: 5th Grade Social Studies/Cultural and Globalization

Essential Questions	Instructional Objectives/Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is culture?</p> <p>What are the benefits and challenges of a diverse society?</p> <p>Why should we study other cultures and what does it teach us?</p> <p>How are governments created, structured maintained, and changed?</p> <p>What happens in the absence of government?</p>	<p>Culture is a way of life of a group of people who share similar beliefs and customs.</p> <p>Global societies are diverse, creating varied perspectives, contributions, and challenges.</p> <p>Democratic societies must balance the rights and responsibilities of individuals with the common good.</p>	<p>Choose a topic of interest for the overall group to formulate a pro and con to a situation in their school. Such as “Recess should be removed from the schedule”. Students will develop arguments regarding opposing views. Students will debate the issue with another 5th grade in NJ.</p> <p>Students will investigate their own personal cultures and languages and develop a digital presentation for the class.</p>	<p>Vocabulary for the US legal system such as justice, equality, etc.</p> <p>Preparation for debate.</p> <p>US legal system research and reflective writing.</p> <p>Group discussion.</p> <p>Class participation.</p> <p>Teacher observation.</p> <p>Peer Assessment.</p> <p>Self Assessment.</p>

What effect does a democratic government have on society?

Students will research the US legal system including but not limited to the three branches of the government. Students will analyze and conclude how does this affect their daily lives.

Performance-based assessment.

Unit 3: 5th Grade Business/College and Career Readiness

Essential Questions	Instructional Objectives/Skills and Benchmarks (CPIs)	Activities	Assessments
Why do we have money?	Students will be able to use the Internet to research different careers.	Students will interview the cafeteria manger to talk about the lunch program. This will include the cost of food items, the demand of certain food items,	Letter to the principal.
What does it mean to make a living?	Students will have basic understanding of the US economy.	Students will write a basic business letter to the building principal on costs and suggestions to improve the lunch program.	Digital citizenship vocabulary.
How does something acquire a value?	Students will be able to use the Internet to research different careers.	Students will investigate what type of career they would like to pursue when they get older.	Electronic spreadsheet
What effect does the economy have on society?	Students will have a basic understand how the US economy affects their daily lives.	Students will write a basic business letter to the building principal on costs and suggestions to improve the lunch program.	Rubric for the digital citizenship website.
How do economic systems affect your life and the lives of others?	Students will be able to develop a basic design for a website.	Students will investigate what type of career they would like to pursue when they get older.	Rubric for the Stock Market Project and Competition.
How are economic resources distributed?	Students will be able to develop a basic design for a website.	Students will investigate what type of career they would like to pursue when they get older.	Final electronic worksheet.
			Final electronic slideshow and presentation.

<p>What impact does scarcity have on the production, distribution, and consumption of goods and services?</p>	<p>Students will have a basic understanding of Social Media and how it works for news and for business practices.</p>	<p>Students will use the basic vocabulary for digital citizenship and being safe online by developing a website on online safety.</p>	<p>Slideshow rubric. Vocabulary words in Financial Literacy Group Discussion</p>
<p>How to develop a website?</p>	<p>Students will have a basic knowledge on writing a business letter.</p>	<p>Students will develop PSA video, advertising jingle or a flyer about social media and online safety.</p>	<p>Class Participation Teacher Observation</p>
<p>What is Social Media?</p>	<p>Students will learn how the stock market functions.</p>	<p>Stock Market Project and Competition.</p>	<p>Self Assessment</p>
<p>How does the stock market work?</p>	<p>Students will be able to use an electronic worksheet to keep track, make calculations, and create charts based on their stock purchases. Students will experience the benefit of combining ideas while collaborating with other gifted students</p>	<p>Students will learn the basic history of the United States stock market and how it functions. Students will individually research and buy shares of stocks valued at \$100,000.</p>	<p>Performance-based assessment.</p>

Students will track their stock portfolios using an electronic worksheet for three weeks.

At week 4, students will have a guest speaker from one of the pension, 403B investment firms to present on saving versus investment.

Unit 4: 5th Grade Self-Guided Learning

Essential Questions	Instructional Objectives/Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is it I want to learn?</p> <p>What activities should I develop pertaining to what I want to learn?</p> <p>Why is this important? What has motivated me to seek this knowledge? Why is this meaningful to me or to others?</p> <p>How do intend to use this knowledge?</p> <p>Where can I find out what I need to know and who can I ask?</p>	<p>Students will drive the total learning experience, beginning with recognizing a need to learn.</p> <p>Students will recognize their own learning needs and will assume responsibility for defining the learning experience and follow through to it's conclusion with guidance from the teacher.</p>	<p>Students will create groups or work independently for this self-guided assignment.</p> <p>Students will write up objectives and activities that they will complete that are approved by their teacher.</p> <p>Using available resources such as books, websites, blogs, podcasts, etc. students will develop their objectives and activities regarding what they want to learn.</p>	<p>Teacher observation</p> <p>Peer assessment</p> <p>Reflection assessment.</p> <p>Performance-based assessment.</p>

Students will develop a strong motivation to take on new challenges and be motivated until the end of the assignment.

Students will feel more responsible for their own learning and to meet deadlines.

5th Grade Standards

NJSLS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4 topics and texts, building on other's ideas and expressing their own clearly.

NJSLS.ELA-Literacy.SL.5.4 Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

NJSLS.ELA-Literacy.SL.5.5 Include multimedia components (eg. graphic, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

NJSLS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

NJSLS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

NGS -3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

NGS-3-5-ETS 1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

NJ Core Curriculum Content Standards – Technology

- 8.1.5.A.1 – Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.4 – Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
- 8.1.2.B.1 – Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.P.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.
- 8.1.5.D.1 – Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

NJ Student Learning Standards Gifted and Talented

The regulations define gifted and talented students as:

Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Key points regarding Gifted and Talented students:

- All public schools must have a board-approved gifted and talented program.
- Students are to be compared with their peers in the local school district.
- District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes **multiple measures**, including but not limited to, achievement test scores, grades, student performance or products, intelligence testing, parent, student and/or teacher recommendation, and other appropriate measures.
- The regulations do not establish state-level criteria for giftedness (such as an IQ score or grade point average). Specific tests are not required to be used to identify gifted and talented students.
- Local school districts should ensure that the identification methodology used is developmentally appropriate, non-discriminatory, and related to the programs and services offered (e.g., use math achievement to identify students for a math program).

- N.J.A.C. 6A: 8-3.1(a)5 ii requires local district boards of education to **provide appropriate K-12 educational services for gifted and talented students**. Therefore, the identification process and appropriate educational challenges must begin in kindergarten.
- The rules require district boards of education to develop appropriate curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment.
- **District boards of education shall take into consideration the PreK-Grade 12 Gifted Program Standards of the National Association for Gifted Children (NAGC) in developing programs for gifted and talented students. The NAGC standards establish requisite and exemplary gifted program standards and can be accessed at NAGC Standard.**
- Each curriculum framework developed by the department provides general as well as content-specific information on gifted education (e.g., terminology, examples of appropriate practices). The frameworks can be accessed at <http://www.nj.gov/education/archive/frameworks/> or at <http://www.nj.gov/education/aps/cccs>.
- Local school districts will continue to be monitored as part of the regular school district evaluation process. Board-approved policies and procedures must be made available.

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