



Stafford Township School District

Entrepreneur (Computer Science & Design Thinking Career Readiness, Life Literacies, and Key Skills Introduction) Grade 5 & 6

2020 New Jersey Student Learning Standards – Computer Science & Design Thinking

<https://www.nj.gov/education/standards/compsci/Docs/2020%20NJSLS-CSDT.pdf>

Original Adoption: September 12, 2022

Philosophy

The goal of Stafford Township School District's Technology curriculum is technological literacy for all students. The curriculum is designed to help students develop solutions to real-world problems and design and build products that address human needs and desires. Our technology program facilitates a vital link to the math/science/technology triangle and assists with understanding living and working in our advanced technology-driven Information Age. The activities and projects require students to use invention, innovations and other creative, engineering- like activities for producing physical objects and performing various engineering testing through the application of organized knowledge and problem solving techniques. Technology Education, as applied in this curriculum, focuses on a systems approach to develop innovation, creativity, critical thinking and technological literacy.

Each student is actively involved in activities that develop knowledge, skills and attitudes regarding industry and technology. Emphasis is given to nurturing leadership, communication, social interaction, problem-solving and manipulative skills. Personal and social growth is fostered through interaction with other students in the technology laboratory. The technological method of problem solving is experienced by identifying a problem, collecting and analyzing data, generating alternatives, synthesizing a design or plan, developing a proposed product or service, and evaluating the process and results. Throughout this educational process, students are taught to explore their options and to make decisions about exactly how they are going to design, build and test a certain project.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Weeks
Dream like an entrepreneur	4
Build like an entrepreneur	6
Sell like an entrepreneur	8
Reflect like an entrepreneur	2
E-Sports	10

UNIT 1: Dream Like an Entrepreneur

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Becoming an entrepreneur (someone who takes a calculated risk to create a new business, often by innovating a new solution to a problem or need).</p>	<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.</p> <p>9.2.5.CAP.7: Identify factors to consider before starting a</p>	<ul style="list-style-type: none"> ● Becomes aware of a need (product or service) ● Survey the population for a need ● Creates a business enterprise to fulfill that need 	

	<p>business.</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</p> <p>9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</p>		
Suggested Resources	Market Day Project ; NewsELA, Brainpop, Google Apps, YouTube		
Assessment Plan			
Formative Assessments	Summative Assessments	Benchmark Assessment	Alternative Assessments
<p>Teacher observations</p> <p>Class discussions</p> <p>Questioning</p> <p>Tests and Quizzes</p> <p>Presentation</p> <p>Peer editing</p> <p>Self-evaluation</p> <p>Portfolios</p> <p>Performance tasks and projects</p>	<p>PBL</p> <p>Student Self-Evaluation</p>	<p>Student Technology Project with Teacher Scoring Rubric</p>	<p>Student self-reflection about creation or discussion while planning project</p> <p>Conversation/presentation rubric to score student work and presentation of final creation</p> <p>Teacher Checklist to record student understanding of skills based on participation and performance of skills</p>
Accommodations and Modifications			
English Language Learners	Students with IEPs	Economically Disadvantaged	Gifted and Talented
<p>Use of visuals</p> <p>Introduce key vocabulary before</p>	<p>Provide students with additional time to complete projects</p>	<p>Pre-Teach vocabulary and help students to preview lesson to build</p>	<p>After completing a learning experience via the same content</p>

<p>lesson</p> <p>Teacher reads aloud</p> <p>Verbal prompting</p> <p>Modeling</p> <p>Work in small group</p> <p>Peer tutoring</p> <p>Use of additional resources utilizing the student's native language</p>	<p>Provide options, alternatives and choices to differentiate and broaden the curriculum</p> <p>Model for the student before independent practice to help student better understand the project or assignment</p> <p>Provide differentiated instruction as needed</p> <p>Follow all IEP modifications</p> <p>Provide manipulatives or the opportunity to draw solution strategies</p>	<p>background knowledge and help students make connections with their experiences to achieve lesson and unit goals</p> <p>Provide student with materials and supplies to support lesson and help student achieve lesson and unit goals</p>	<p>or process, the student may have a choice of products to show what has been learned.</p> <p>Provide students with opportunities to enrich and explore the tools and materials they use with the unit to help students build upon their skills</p> <p>Use higher order thinking questions and expose students to higher level vocabulary</p>
Basic Skills Students	Students with 504 Plan	Students at Risk for Failure	
<ul style="list-style-type: none"> • Preview lessons • Preview vocabulary words Summarize as you go 	<p>Provide students with additional time to complete projects</p> <p>Provide options, alternatives and choices to differentiate and broaden the curriculum</p> <p>Model for the student before independent practice to help student better understand the project or assignment</p> <p>Provide differentiated instruction as needed</p> <p>Follow all 504 plan modifications</p> <p>Provide manipulatives or the opportunity to draw solution strategies</p>	<ul style="list-style-type: none"> • Small group instruction • Frequent breaks • Model how assignments should look • Incorporate social/emotional discussions • Encourage and monitor positive peer collaboration • Provide academic resources for both home and school use • Provide incentives to increase motivation and collaboration 	
Unit 1 Connections			
<p><i>NJSLS - Computer Science and Design Thinking</i></p> <p>When possible, provide links to specific samples/ documents/ assignments/etc.</p>	<p><i>Career Readiness, Life Literacies and Key Skills</i></p> <p>When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Refer to Career Readiness, Life</p>	<p><i>9.1 Personal Financial Literacy</i></p> <p>When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Refer to the Personal Financial</p>	<p><i>Interdisciplinary Connections</i></p> <p>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</p>

Refer to the Computer Science and Design Thinking	Literacies and Key Skills Practices	Literacy	Refer to the NJ Student Learning Standards
	<p>Act as a responsible and contributing community members and employee</p> <p>Attend to financial well-being</p> <p>Consider the environmental, social and economic impacts of decisions</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership and effective management</p> <p>Plan education and career paths aligned to personal goals</p> <p>Use technology to enhance productivity increase collaboration and communicate effectively</p> <p>Work productively in teams while using cultural/global competence</p>	<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.</p>	<p>5.OA.A.1 5.OA.A.2 R.F.5.4 A,B,C 6.1.A (SS) W.5.7 L.5.6 R.I.5.5</p>

UNIT 2: Build Like an Entrepreneur

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Plan, pitch and build your business	<p>9.2.5.CAP.8: Identify risks that individuals and households face.</p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with</p>	<p>Business description (an explanation of what the business will be and the need it will fill for consumers)</p> <p>Market analysis (a study of the</p>	

	<p>diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.2.5.CAP.7: Identify factors to consider before starting a business. 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax." 9.1.5.EG.2: Describe how tax monies are spent 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data. 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.</p>	<p>competition in the industry) Marketing and sales strategy (a plan for how to sell the business's services or products and convince people to buy them) Funding requirements (an estimate of how much money will be needed to make the company successful) Financial projections (an estimate of how much money the company will be able to make) Pitch your idea "Shark Tank" style Build/design your prototype</p>	
--	---	---	--

Suggested Resources	Shark Tank ; Market Day Project ; NewsELA, Brainpop, Google Apps, YouTube
----------------------------	---

Assessment Plan			
------------------------	--	--	--

Formative Assessments	Summative Assessments	Benchmark Assessment	Alternative Assessments
------------------------------	------------------------------	-----------------------------	--------------------------------

<p>Teacher observations Class discussions Questioning Tests and Quizzes Presentation Peer editing Self-evaluation Portfolios Performance tasks and projects</p>	<p>PBL Student Self-Evaluation</p>	<p>Student Technology Project with Teacher Scoring Rubric</p>	<p>Student self-reflection about creation or discussion while planning project Conversation/presentation rubric to score student work and presentation of final creation Teacher Checklist to record student understanding of skills based on participation and performance of skills</p>
Accommodations and Modifications			
English Language Learners	Students with IEPs	Economically Disadvantaged	Gifted and Talented
<p>Use of visuals Introduce key vocabulary before lesson Teacher reads aloud Verbal prompting Modeling Work in small group Peer tutoring Use of additional resources utilizing the student's native language</p>	<p>Provide students with additional time to complete projects Provide options, alternatives and choices to differentiate and broaden the curriculum Model for the student before independent practice to help student better understand the project or assignment Provide differentiated instruction as needed Follow all IEP modifications Provide manipulatives or the opportunity to draw solution strategies</p>	<p>Pre-Teach vocabulary and help students to preview lesson to build background knowledge and help students make connections with their experiences to achieve lesson and unit goals Provide student with materials and supplies to support lesson and help student achieve lesson and unit goals</p>	<p>After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. Provide students with opportunities to enrich and explore the tools and materials they use with the unit to help students build upon their skills Use higher order thinking questions and expose students to higher level vocabulary</p>
Basic Skills Students	Students with 504 Plan	Students at Risk for Failure	
<ul style="list-style-type: none"> ● Preview lessons ● Preview vocabulary words Summarize as you go 	<p>Provide students with additional time to complete projects Provide options, alternatives and choices to differentiate and broaden the curriculum</p>	<ul style="list-style-type: none"> ● Small group instruction ● Frequent breaks ● Model how assignments should look 	

	<p>Model for the student before independent practice to help student better understand the project or assignment</p> <p>Provide differentiated instruction as needed</p> <p>Follow all 504 plan modifications</p> <p>Provide manipulatives or the opportunity to draw solution strategies</p>	<ul style="list-style-type: none"> • Incorporate social/emotional discussions • Encourage and monitor positive peer collaboration • Provide academic resources for both home and school use • Provide incentives to increase motivation and collaboration 	
--	---	---	--

Unit 2 Connections

<p><i>NJSLS - Computer Science and Design Thinking</i></p> <p>When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Refer to the Computer Science and Design Thinking</p>	<p>Career Readiness, Life Literacies and Key Skills</p> <p>When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Refer to Career Readiness, Life Literacies and Key Skills Practices</p>	<p>9.1 Personal Financial Literacy</p> <p>When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Refer to the Personal Financial Literacy</p>	<p>Interdisciplinary Connections</p> <p>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</p> <p>Refer to the NJ Student Learning Standards</p>
---	--	--	---

	<p>Act as a responsible and contributing community members and employee</p> <p>Attend to financial well-being</p> <p>Consider the environmental, social and economic impacts of decisions</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership and effective management</p> <p>Plan education and career paths aligned to personal goals</p> <p>Use technology to enhance productivity increase collaboration and communicate effectively</p> <p>Work productively in teams while using cultural/global competence</p>	<p>9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”</p> <p>9.1.5.EG.2: Describe how tax monies are spent</p> <p>9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.</p>	<p>4.MD.A.3</p> <p>5.MD.C.3</p> <p>R.F.5.4 A,B,C</p> <p>6.1.A (SS)</p> <p>W.5.7</p> <p>L.5.6</p> <p>R.I.5.5</p>
--	---	--	---

--

UNIT 3: Sell Like an Entrepreneur

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Marketing and selling your product	<p>8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p> <p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p>	<p>Making your product attractive to the right people through pricing it correctly, putting it in the right places, and promoting it effectively.</p> <p>Market Advertise Sell</p>	

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

	9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).		
Suggested Resources	Canva; iMovie; Prezi; NewsELA, Brainpop, Google Apps, YouTube		
Assessment Plan			
Formative Assessments	Summative Assessments	Benchmark Assessment	Alternative Assessments
Teacher observations Class discussions Questioning Tests and Quizzes Presentation Peer editing Self-evaluation Portfolios Performance tasks and projects	PBL Student Self-Evaluation	Student Technology Project with Teacher Scoring Rubric	Student self-reflection about creation or discussion while planning project Conversation/presentation rubric to score student work and presentation of final creation Teacher Checklist to record student understanding of skills based on participation and performance of skills
Accommodations and Modifications			
English Language Learners	Students with IEPs	Economically Disadvantaged	Gifted and Talented
Use of visuals Introduce key vocabulary before lesson Teacher reads aloud Verbal prompting	Provide students with additional time to complete projects Provide options, alternatives and choices to differentiate and broaden the curriculum	Pre-Teach vocabulary and help students to preview lesson to build background knowledge and help students make connections with their experiences to achieve	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned.

<p>Modeling Work in small group Peer tutoring Use of additional resources utilizing the student's native language</p>	<p>Model for the student before independent practice to help student better understand the project or assignment Provide differentiated instruction as needed Follow all IEP modifications Provide manipulatives or the opportunity to draw solution strategies</p>	<p>lesson and unit goals Provide student with materials and supplies to support lesson and help student achieve lesson and unit goals</p>	<p>Provide students with opportunities to enrich and explore the tools and materials they use with the unit to help students build upon their skills Use higher order thinking questions and expose students to higher level vocabulary</p>
Basic Skills Students	Students with 504 Plan	Students at Risk for Failure	
<ul style="list-style-type: none"> • Preview lessons • Preview vocabulary words Summarize as you go 	<p>Provide students with additional time to complete projects Provide options, alternatives and choices to differentiate and broaden the curriculum Model for the student before independent practice to help student better understand the project or assignment Provide differentiated instruction as needed Follow all 504 plan modifications Provide manipulatives or the opportunity to draw solution strategies</p>	<ul style="list-style-type: none"> • Small group instruction • Frequent breaks • Model how assignments should look • Incorporate social/emotional discussions • Encourage and monitor positive peer collaboration • Provide academic resources for both home and school use • Provide incentives to increase motivation and collaboration 	
Unit 3 Connections			
<p><i>NJSLS - Computer Science and Design Thinking</i></p> <p>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the Computer Science and Design Thinking</p>	<p><i>Career Readiness, Life Literacies and Key Skills</i></p> <p>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to Career Readiness, Life Literacies and Key Skills Practices</p>	<p><i>9.1 Personal Financial Literacy & 9.2 Career Awareness, Exploration, Preparation & Training</i></p> <p>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the Financial Literacy</p>	<p><i>Interdisciplinary Connections</i></p> <p>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</p>

	<p>Act as a responsible and contributing community members and employee</p> <p>Attend to financial well-being</p> <p>Consider the environmental, social and economic impacts of decisions</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership and effective management</p> <p>Plan education and career paths aligned to personal goals</p> <p>Use technology to enhance productivity increase collaboration and communicate effectively</p> <p>Work productively in teams while using cultural/global competence</p>	<p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.</p> <p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.</p>	<p>4.NF.B.3</p> <p>4.NF.C.5 4.</p> <p>NF.A.1</p> <p>R.F.5.4 A,B,C</p> <p>6.1.A (SS)</p> <p>W.5.7</p> <p>L.5.6 R.I.5.5</p>
--	---	---	---

--

Unit 4: Reflect Like an Entrepreneur

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Evaluate your success	<p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.</p> <p>9.2.5.CAP.7: Identify factors to consider before starting a business.</p> <p>9.4.5.Cl.3: Participate in a</p>	<p>Highlights</p> <p>Adjustments</p> <p>Customer Service</p> <p>Reflection</p>	

	<p>brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</p> <p>9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</p> <p>9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).</p> <p>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</p> <p>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</p> <ul style="list-style-type: none"> • 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data. 		
Suggested Resources			
Assessment Plan			
Formative Assessments	Summative Assessments	Benchmark Assessment	Alternative Assessments
<p>Teacher observations</p> <p>Class discussions</p> <p>Questioning</p> <p>Tests and Quizzes</p>	<p>PBL</p> <p>Student Self-Evaluation</p>	<p>Student Technology Project with Teacher Scoring Rubric</p>	<p>Student self-reflection about creation or discussion while planning project</p> <p>Conversation/presentation rubric</p>

Presentation Peer editing Self-evaluation Portfolios Performance tasks and projects			to score student work and presentation of final creation Teacher Checklist to record student understanding of skills based on participation and performance of skills
Accommodations and Modifications			
English Language Learners	Students with IEPs	Economically Disadvantaged	Gifted and Talented
Use of visuals Introduce key vocabulary before lesson Teacher reads aloud Verbal prompting Modeling Work in small group Peer tutoring Use of additional resources utilizing the student's native language	Provide students with additional time to complete projects Provide options, alternatives and choices to differentiate and broaden the curriculum Model for the student before independent practice to help student better understand the project or assignment Provide differentiated instruction as needed Follow all IEP modifications Provide manipulatives or the opportunity to draw solution strategies	Pre-Teach vocabulary and help students to preview lesson to build background knowledge and help students make connections with their experiences to achieve lesson and unit goals Provide student with materials and supplies to support lesson and help student achieve lesson and unit goals	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. Provide students with opportunities to enrich and explore the tools and materials they use with the unit to help students build upon their skills Use higher order thinking questions and expose students to higher level vocabulary
Basic Skills Students	Students with 504 Plan	Students at Risk for Failure	
<ul style="list-style-type: none"> ● Preview lessons ● Preview vocabulary words Summarize as you go 	Provide students with additional time to complete projects Provide options, alternatives and choices to differentiate and broaden the curriculum Model for the student before independent practice to help student better understand the project or assignment	<ul style="list-style-type: none"> ● Small group instruction ● Frequent breaks ● Model how assignments should look ● Incorporate social/emotional discussions ● Encourage and monitor positive peer collaboration 	

	Provide differentiated instruction as needed Follow all 504 plan modifications Provide manipulatives or the opportunity to draw solution strategies	<ul style="list-style-type: none"> • Provide academic resources for both home and school use • Provide incentives to increase motivation and collaboration 	
Unit 4 Connections			
<i>NJSLS - Computer Science and Design Thinking</i> When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the Computer Science and Design Thinking	<i>Career Readiness, Life Literacies and Key Skills</i> When possible, provide links to specific samples/ documents/ assignments/etc. Refer to Career Readiness, Life Literacies and Key Skills Practices	<i>9.1 Personal Financial Literacy & 9.2 Career Awareness, Exploration, Preparation & Training</i> When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the Financial Literacy	<i>Interdisciplinary Connections</i> When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards

	<p>Act as a responsible and contributing community members and employee</p> <p>Attend to financial well-being</p> <p>Consider the environmental, social and economic impacts of decisions</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership and effective management</p> <p>Plan education and career paths aligned to personal goals</p> <p>Use technology to enhance productivity increase collaboration and communicate effectively</p> <p>Work productively in teams while using cultural/global competence</p>	<p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.</p> <p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.</p>	<p>4.NF.B.3 4.NF.C.5 4.NF.A.1 R.F.5.4 A,B,C 6.1.A (SS) W.5.7 L.5.6 R.I.5.5</p>
--	---	---	--

Unit 5: E-Sports

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Create high-quality, student-centered experiences through scholastic esports so ALL students can use esports as a platform to grow socially, emotionally, and academically.</p>	<p>8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.</p> <p>8.1.5.AP.4: Break down problems into smaller, manageable sub-</p>	<p>Use esports to keep LEARNING skills outside of the classroom that will help students in all aspects of life.</p> <p>Provide OPPORTUNITY for our students, we provide a safe and engaging space for all students to</p>	<p>I Pledge to:</p> <ol style="list-style-type: none"> 1. Be a good sport whether I win or lose 2. Remember that people online are still real people 3. Know that my actions and

	<p>problems to facilitate program development.</p> <ul style="list-style-type: none"> • 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program. <p>8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.</p> <p>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</p> <ul style="list-style-type: none"> • 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). <p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</p> <p>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <ul style="list-style-type: none"> • 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions <p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</p> <p>9.4.5.DC.5: Identify the</p>	<p>connect, play, learn, and grow.</p> <p>Thinking about ourselves as a COMMUNITY helps us focus on building relationships of interconnected scholar players who demonstrate leadership, accountability, commitment, and fortitude.</p> <p>Embrace DIVERSITY, we develop strong character and self-identity so that all participants celebrate individuality and differences.</p> <p>Through RESPECT, we honor the human potential for respect of self and others.</p>	<p>words can have real impact</p> <ol style="list-style-type: none"> 4. Speak up against hate speech, harassment, abuse, and assault of any kind 5. Show integrity by respecting the rules, opponents, and teammates 6. Stop, listen, and reassess if I'm told that my words or actions are harmful 7. Respect the sincere opinions of others, even if they're different from mine
--	---	--	--

	<p>characteristics of a positive and negative online identity and the lasting implications of online activity.</p> <p>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</p> <p>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</p>		
Suggested Resources	Twitch, Minecraft, Nintendo Switch, Rocket league, YouTube		
Assessment Plan			
Formative Assessments	Summative Assessments	Benchmark Assessment	Alternative Assessments
<p>Teacher observations</p> <p>Class discussions</p> <p>Questioning</p> <p>Tests and Quizzes</p> <p>Presentation</p> <p>Peer editing</p> <p>Self-evaluation</p> <p>Portfolios</p> <p>Performance tasks and projects</p>	<p>PBL</p> <p>Student Self-Evaluation</p>	<p>Student Technology Project with Teacher Scoring Rubric</p>	<p>Student self-reflection about creation or discussion while planning project</p> <p>Conversation/presentation rubric to score student work and presentation of final creation</p> <p>Teacher Checklist to record student understanding of skills based on participation and performance of skills</p>
Accommodations and Modifications			
English Language Learners	Students with IEPs	Economically Disadvantaged	Gifted and Talented
<p>Use of visuals</p> <p>Introduce key vocabulary before</p>	<p>Provide students with additional time to complete projects</p>	<p>Pre-Teach vocabulary and help students to preview lesson to build</p>	<p>After completing a learning experience via the same content</p>

<p>lesson</p> <p>Teacher reads aloud</p> <p>Verbal prompting</p> <p>Modeling</p> <p>Work in small group</p> <p>Peer tutoring</p> <p>Use of additional resources utilizing the student's native language</p>	<p>Provide options, alternatives and choices to differentiate and broaden the curriculum</p> <p>Model for the student before independent practice to help student better understand the project or assignment</p> <p>Provide differentiated instruction as needed</p> <p>Follow all IEP modifications</p> <p>Provide manipulatives or the opportunity to draw solution strategies</p>	<p>background knowledge and help students make connections with their experiences to achieve lesson and unit goals</p> <p>Provide student with materials and supplies to support lesson and help student achieve lesson and unit goals</p>	<p>or process, the student may have a choice of products to show what has been learned.</p> <p>Provide students with opportunities to enrich and explore the tools and materials they use with the unit to help students build upon their skills</p> <p>Use higher order thinking questions and expose students to higher level vocabulary</p>
Basic Skills Students	Students with 504 Plan	Students at Risk for Failure	
<ul style="list-style-type: none"> Preview lessons Preview vocabulary words <p>Summarize as you go</p>	<p>Provide students with additional time to complete projects</p> <p>Provide options, alternatives and choices to differentiate and broaden the curriculum</p> <p>Model for the student before independent practice to help student better understand the project or assignment</p> <p>Provide differentiated instruction as needed</p> <p>Follow all 504 plan modifications</p> <p>Provide manipulatives or the opportunity to draw solution strategies</p>	<ul style="list-style-type: none"> Small group instruction Frequent breaks Model how assignments should look Incorporate social/emotional discussions Encourage and monitor positive peer collaboration Provide academic resources for both home and school use Provide incentives to increase motivation and collaboration 	
Unit 5 Connections			
<p><i>NJSLS - Computer Science and Design Thinking</i></p> <p>When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Refer to the Computer Science and Design Thinking</p>	<p><i>Career Readiness, Life Literacies and Key Skills</i></p> <p>When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Refer to Career Readiness, Life Literacies and Key Skills Practices</p>	<p><i>9.1 Personal Financial Literacy & 9.2 Career Awareness, Exploration, Preparation & Training</i></p> <p>When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Refer to the Financial Literacy</p>	<p><i>Interdisciplinary Connections</i></p> <p>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</p> <p>Refer to the NJ Student Learning Standards</p>

	<p>Act as a responsible and contributing community members and employee</p> <p>Attend to financial well-being</p> <p>Consider the environmental, social and economic impacts of decisions</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership and effective management</p> <p>Plan education and career paths aligned to personal goals</p> <p>Use technology to enhance productivity increase collaboration and communicate effectively</p> <p>Work productively in teams while using cultural/global competence</p>	<p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.</p> <p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.</p>	<p>5.G.A.1</p> <p>5.OA.B.3</p> <p>5.G.B.3</p> <p>5.G.B.4</p> <p>R.F.5.4 A,B,C</p> <p>6.1.A (SS)</p> <p>W.5.7</p> <p>L.5.6 R.I.5.5</p>
--	---	---	---