

Deal School Curriculum



**Career Readiness, Life Literacies,
and Key Skills**

**Curriculum Guide
Grades K-8**

Deal School

Deal, New Jersey

2024

Board of Education

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Michael Sorrentino, Vice President

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Superintendent of Schools

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Developed and Written

August – November 2014

Revised

December 2018
January - May 2024

Board Approved

August 2024

Deal School Curriculum	
Career Readiness, Life Literacies and Key Skills	
Grade K - 2 Financial Health	
Desired Outcomes	
<p>Financial well being includes understanding how emotions, peer influencers, advertising, personal money habits, financial decision-making processes, lifestyle choices, and personal financial values influence choices that are made involving finances. In addition, it includes topics that relate to planning and aligning career opportunities and possible entrepreneurial objectives with financial goals.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Emotions can influence spending and saving. ● There are differences between wants and needs. ● There are different factors that influence spending. ● There are different ways to volunteer in the classroom, school and community. ● There are ways to give back. 	<ul style="list-style-type: none"> ● In what ways do your emotions impact the way you choose to spend money? ● How can outside factors influence your wants and needs? ● How can we make the world a better place?
Learners will know...	Learners will be able to....
<p>Financial Psychology</p> <ul style="list-style-type: none"> ● There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money. ● External factors can influence the items that an individual wants or needs. <p>Civic Responsibility</p> <ul style="list-style-type: none"> ● There are actions an individual can take to help make this world a better place. 	<p>Financial Psychology</p> <ul style="list-style-type: none"> ● 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. ● 9.1.2.FP.2: Differentiate between financial wants and needs. ● 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). <p>Civic Responsibility</p> <ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Journals
- Quick Checks
- Student Self-Assessment
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Teacher created specific rubrics
- Curriculum created rubrics/ tests/ quizzes
- Projects
- Project Presentations

Alternative Assessments-

Including but not limited to-

- Portfolios
- Class Discussion
- Teacher Observation
- Class Participation

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute class period / and or embedded into the core classes and related arts classes. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

- 5 minutes – Anticipatory Set
- 10 minutes- Introduction and Modeling of New Knowledge
- 25 minutes- Guided Practice/ Independent Practice
- 3 minutes – Closure/ Check for Understanding

Suggested Learning Resources

Learning Resources may included the following-

Big Ideas Curriculum
Big Ideas Supplementary Resources
Teacher Created Resources
SeeSaw
Brain Pop

Google Apps
 Common Sense Education
 Banzai!
 EconEdLink
 Everfi

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the Curriculum allowing students to be exposed to a range of perspectives.

Sample Resources

Sample Picture Books-

Including but not limited to-

Little Daymond Learns to Earn by Daymond John
Money, Money, Honey Bunny! by Marilyn Sadler
Lemonade in Winter by E. Lockhart

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Effects of Technology on the Natural World <ul style="list-style-type: none"> Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment 	8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment

Interdisciplinary Connections/Cross Curricular Opportunities

Kindergarten	
<p style="text-align: center;">Math</p>	K.M.B.3 Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.
1st grade	
<p style="text-align: center;">Math</p>	1.M.C.4 Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, \$10).

	<p>1.M.C.5 Use dollars in the solutions of problems up to \$20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel, and as five nickels. Show \$20 as two tens and as 20 ones.</p>
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2nd grade	
Math	<p>2.M.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>

Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual
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	<p>educational plan and/or 504 plan</p> <ul style="list-style-type: none"> ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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Deal School Curriculum	
Grades K-2 Financial Landscape	
Desired Outcomes	
<p>Financial landscape incorporates building an awareness of the various forms of money, financial institutions, and the role of economic and government influences has on one's personal finances. Within the economic and government categories are topics such as consumer protection laws, taxes (e.g., impact on income and/or investments), a general understanding of inflation, and how government policies can affect one's personal finances.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● There are different forms of money. 	<ul style="list-style-type: none"> ● What are the different forms of money? ● How much value does each coin/bill have?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Money comes in different values, forms, and uses. 	<ul style="list-style-type: none"> ● 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
Assessment Evidence	
<p>Formative Assessments- (Ongoing assessments during the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Checklists- Observation ● Journals ● Quick Checks ● Student Self-Assessment ● Exit tickets ● Technology assisted assessments ● Progress reflections 	

Summative Assessments-

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Alternative Assessments-

Including but not limited to-

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Core Idea	Performance Expectation
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Interdisciplinary Connections/Cross Curricular Opportunities

Kindergarten	
Math	K.M.B.3 Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.
1st grade	
Math	1.M.C.4 Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, \$10). 1.M.C.5 Use dollars in the solutions of problems up to \$20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and

	one nickel, and as five nickels. Show \$20 as two tens and as 20 ones.
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2nd grade	
Math	2.M.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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Deal School Curriculum	
Grade K - 2 Money Management	
Desired Outcomes	
Money management includes examining various aspects of budgeting, building and maintaining a credit profile, loan and debt planning, identifying and managing potential risks and investments, and understanding various insurance options.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● A budget can be used to help save money. ● There are different reasons why someone may want to save money. ● There are ways to keep things safe. 	<ul style="list-style-type: none"> ● What is a budget? ● In what ways can we develop saving habits? ● How can we keep our things safe?
Learners will know...	Learners will be able to....
<p>Planning and Budgeting</p> <ul style="list-style-type: none"> ● A budget is a plan that helps an individual obtain his/her financial goals. ● Saving money is a habit that can be developed. <p>Risk Management and Insurance</p> <ul style="list-style-type: none"> ● There are ways to keep the things we value safely at home and other places. 	<p>Planning and Budgeting</p> <ul style="list-style-type: none"> ● 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time. ● 9.1.2.PB.2: Explain why an individual would choose to save money. <p>Risk Management and Insurance</p> <ul style="list-style-type: none"> ● 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
Assessment Evidence	
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- Progress reflections

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Effects of Technology on the Natural World

- Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment

8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment

Interdisciplinary Connections/Cross Curricular Opportunities**Kindergarten****Math**

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1st grade**Math**

1.M.C.4 Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, \$10).

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Deal School Curriculum	
Grade K - 2 Career Awareness & Planning	
Desired Outcomes	
<p>Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Different types of jobs require different knowledge and skills. ● Income is received from work in different ways including regular payments, tips, commissions, and benefits. ● There are benefits and drawbacks to being an entrepreneur. 	<ul style="list-style-type: none"> ● What do I like? ● What am I good at? ● What do I value? How is that different from my friends? ● What is entrepreneurship? (is building a solution to a problem, having a vision and making it a reality.) ● What is social entrepreneurship?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. ● 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. ● 9.1.2.CAP.4: List the potential rewards and risks to starting a business. 	<p>By the end of 2nd grade students will be able to make a list of different types of jobs and describe the skills associated with each job.</p> <p>By the end of 2nd grade students will be able to explain why employers are willing to pay individuals to work.</p> <p>By the end of 2nd grade students will be able to define entrepreneurship and social entrepreneurship.</p> <p>By the end of 2nd grade students will be able to</p>
Assessment Evidence	

Summative:

ePortfolios
Project Presentations
Computed based pre and post tests

Formative:

Daily Journals
Quick Checks
Project Specific Rubrics
Exit Slips
Student Self-Assessment
Peer review
Pre-Assessments

Alternative Assessment:

Class Discussion
Teacher Observation
Class Participation
ePortfolios

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 44-minute period.

- 10 minutes – Do/Now summary and whole group instruction
- 30 minutes – Independent work with teacher monitoring and guidance
- 4 minutes – Wrap up/review

Suggested Learning Resources

SeeSaw
Brain Pop
Typing Club
Google Apps
Common Sense Education
Scratch
Code.org
Google Be Internet Awesome
Venturelab
Thrively

Grade K - 2 Creativity and Innovation**Desired Outcomes**

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and

radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Brainstorming can create new, innovative ideas. 	<ul style="list-style-type: none"> What does it mean to be creative? What can our imagination be used for? How can our imagination be used to solve a problem?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 	<p>By the end of 2nd grade students will be able to demonstrate openness to new ideas and perspectives .</p> <p>By the end of 2nd grade students will be able to demonstrate originality and inventiveness in work</p>

Assessment Evidence

Summative:

ePortfolios
 Project Presentations
 Computed based pre and post tests

Formative:

Daily Journals
 Quick Checks
 Project Specific Rubrics
 Exit Slips
 Student Self-Assessment
 Peer review
 Pre-Assessments

Alternative Assessment:

Class Discussion
 Teacher Observation
 Class Participation
 ePortfolios

Suggested Learning Plan

With one 44-minute period per week in approximately 40 school weeks, each student will complete 4 PBL projects or solutions based challenges per year.

OR

Students come to the lab 3 times a week for a 60 day cycle period and then rotate to other subjects or elective classes.

The structure of the daily lesson will be in the format of a 44-minute period.

- 10 minutes – Do/Now summary and whole group instruction
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Suggested Learning Resources

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Animationish
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Deal School Curriculum

Grade K - 2 Critical Thinking and Problem Solving

Desired Outcomes

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

Enduring Understandings

Essential Questions

<ul style="list-style-type: none"> • Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. 	<ul style="list-style-type: none"> • What does it mean to be a problem- solver? • What can we learn from our mistakes? • What must you know about a problem before you can develop a solution?
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Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 	<p>By the end of 2nd grade students will be able to gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>By the end of 2nd grade students will be able to identify possible approaches and resources to execute a plan.</p> <p>By the end of 2nd grade students will be able to use a variety of types of thinking to solve problems.</p>

Assessment Evidence

<p>Summative: ePortfolios Project Presentations Computed based pre and post tests</p> <p>Formative: Daily Journals Quick Checks Project Specific Rubrics Exit Slips Student Self-Assessment Peer review Pre-Assessments</p> <p>Alternative Assessment: Class Discussion Teacher Observation Class Participation ePortfolios</p>
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21st CENTURY LIFE AND CAREERS

Career Awareness, Exploration and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments

<p>as per IEP/504</p> <ul style="list-style-type: none"> ● Modify classroom environment to support academic and physical needs of the students as per IEP/504 <p>At Risk Learners</p> <ul style="list-style-type: none"> ● Differentiated instruction ● Basic Skills ● Provide instructional interventions in the general education classroom
<p>Interdisciplinary Connections/Cross Curricular Opportunities</p>
<p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p>
<p>L.WF.K.1 Demonstrate command of the conventions of writing.</p>
<p>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</p>
<p>SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>4.3.1.C.6 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>
<p>Integration of Technology</p>
<p>Students will use ipads and/or laptops during class.</p>

<p>Deal School Curriculum</p>	
<p>Grade K - 2 Digital Citizenship</p>	
<p>Desired Outcomes</p>	
<p>Enduring Understandings</p>	
<ul style="list-style-type: none"> ● Digital artifacts can be owned by individuals or organizations. ● Individuals should practice safe behaviors when using the Internet. ● An individual's digital footprint reflects the various actions an individual makes online, both positive and negative. ● Digital communities allow for social interactions that can result in positive or negative outcomes. ● Young people can have a positive impact on the natural world in the fight against climate change. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What are the responsibilities of a good digital citizen? ● What is a digital footprint? ● What are responsible ways to communicate in a digital environment?

Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • 9.4.2.DC.1: Explain differences between ownership and sharing of information. • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. • 9.4.2.DC.5: Explain what a digital footprint is and how it is created. • 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. • 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 	<ul style="list-style-type: none"> • By the end of 2nd grade students will be able to explain the differences between ownership and sharing of information. • By the end of 2nd grade students will be able to explain the importance of respecting the digital content of others. • By the end of 2nd grade students will be able to explain how to be safe online and follow safe practices when using the internet. • By the end of 2nd grade students will be able to compare information that should be kept private to information that might be made public. • By the end of 2nd grade students will be able to explain what a digital footprint is and how it is created. • By the end of 2nd grade students will be able to identify respectful and responsible ways to communicate in digital environments. • By the end of 2nd grade students will be able to describe actions peers can take to positively impact climate change.

Assessment Evidence

<p>Summative: ePortfolios Project Presentations Computed based pre and post tests</p> <p>Formative: Daily Journals Quick Checks Project Specific Rubrics Exit Slips Student Self-Assessment Peer review Pre-Assessments</p> <p>Alternative Assessment: Class Discussion Teacher Observation</p>
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Class Participation ePortfolios
Suggested Learning Plan
The structure of the daily lesson will be in the format of a 44 minute period. <ul style="list-style-type: none"> • 10 minutes – Do/Now summary and whole group instruction • 30 minutes – Independent work with teacher monitoring and guidance • 4 minutes – Wrap up/review
Suggested Learning Resources
Seesaw Google APPS Brain Pop Jr. Scratch iPads

Deal School Curriculum	
Grade K - 2 Global and Cultural Awareness	
Desired Outcomes	
To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Individuals from different cultures may have different points of view and experiences. 	<ul style="list-style-type: none"> • What is culture? • What is the importance of recognizing and celebrating cultural diversity?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 	By the end of 2nd grade students will be able to articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
Assessment Evidence	
Summative: ePortfolios	

Project Presentations
Computed based pre and post tests

Formative:

Daily Journals
Quick Checks
Project Specific Rubrics
Exit Slips
Student Self-Assessment
Peer review
Pre-Assessments

Alternative Assessment:

Class Discussion
Teacher Observation
Class Participation
ePortfolios

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 44 minute period.

- 10 minutes – Do/Now summary and whole group instruction
- 30 minutes – Independent work with teacher monitoring and guidance
- 4 minutes – Wrap up/review

Suggested Learning Resources

Creative Learning Systems Learning Launchers
Seesaw
Google APPS
Google Sketchup
Google Earth
Brain Pop
Code.org
Scratch
Lego Mindstorms
iPads
Digital cameras

<https://www.participatelearning.com/resources-for-teachers/>

Grade K - 2 Information and Media Literacy

Desired Outcomes

Information and Media Literacy empowers learners to access, retrieve and produce well managed resources. This access promotes and fosters inquiry learning as well as a deep understanding of target knowledge, skills or concepts. Information and Media Literacy is the vehicle for learners to pursue and create relevant information using the opportunities of high-quality materials. Information and media literacy also includes a basic understanding of ethical use of information.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Search terms can be used to find information in a search engine. ● Data can be shown visually. ● Multimedia sources can be used to find information about topics. 	<ul style="list-style-type: none"> ● How can we access digital tools and media resources? ● In what ways can we display data using digital tools? ● How can information be shared in different formats?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Digital tools and media resources provide access to vast stores of information that can be searched ● Digital tools can be used to display data in various ways. ● A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes. ● Information is shared or conveyed in a variety of formats and sources. 	<ul style="list-style-type: none"> ● 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. ● 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). ● 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). ● 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Journals
- Quick Checks
- Student Self-Assessment
- Exit tickets

- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Teacher created specific rubrics
- Curriculum created rubrics/ tests/ quizzes
- Projects
- Project Presentations

Alternative Assessments-

Including but not limited to-

- Portfolios
- Class Discussion
- Teacher Observation
- Class Participation

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute class period / and or embedded into the core classes and related arts classes. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

- 5 minutes – Anticipatory Set
- 10 minutes- Introduction and Modeling of New Knowledge
- 25 minutes- Guided Practice/ Independent Practice
- 3 minutes – Closure/ Check for Understanding

Suggested Learning Resources

Learning Resources may included the following-

Big Ideas Curriculum
 Big Ideas Supplementary Resources
 Teacher Created Resources
 SeeSaw
 Brain Pop
 Google Apps
 Common Sense Education
 Banzai!
 EconEdLink
 Everfi

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the Curriculum allowing students to be exposed to a range of perspectives.

Sample Resources	
SamplePicture Books- Ruby’s Birds by Mya Thompson Ada Twist, Scientist by Andrea Beaty	
Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Computing Systems <ul style="list-style-type: none"> Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally 	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Interdisciplinary Connections/Cross Curricular Opportunities	
Kindergarten	
ELA	L.WF.K.3 Demonstrate command of the conventions of sentence composition. A. Repeat a sentence, identifying how many words are in the sentence.
1st grade	
ELA	L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3): A. Write sentences with increasing complexity.
2nd grade	
ELA	L.WF.2.1. Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition.
Accommodations and Modifications	

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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Deal School Curriculum	
Grade K - 2 Technology Literacy	
Desired Outcomes	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Digital tools have a purpose. ● Collaboration can simplify the work an individual has to do and sometimes produce a better product. 	<ul style="list-style-type: none"> ● What purpose do digital tools have? ● What are the benefits of collaborating with others to complete digital tasks?
Learners will know...	Learners will be able to....

<ul style="list-style-type: none"> • 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. • 9.4.2.TL.5: Describe the difference between real and virtual experiences. • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.) 	<ul style="list-style-type: none"> • By the end of 2nd grade learners will be able to identify the basic features of a digital tool and explain the purpose of the tool. • By the end of 2nd grade learners will be able to create a document using a word processing application. • By the end of 2nd grade learners will be able to enter information into a spreadsheet and sort the information. • By the end of 2nd grade learners will be able to navigate a virtual space to build context and describe the visual content. • By the end of 2nd grade learners will be able to describe the differences between real and virtual experiences. • By the end of 2nd grade students will be able to illustrate and communicate ideas and stories using multiple digital tools.
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Assessment Evidence

<p>Summative: ePortfolios Project Presentations Computed based pre and post tests</p> <p>Formative: Daily Journals Quick Checks Project Specific Rubrics Exit Slips Student Self-Assessment Peer review Pre-Assessments</p> <p>Alternative Assessment: Class Discussion Teacher Observation Class Participation ePortfolios</p>
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Suggested Learning Plan

The structure of the daily lesson will be in the format of a 44 minute period.

- 10 minutes – Do/Now summary and whole group instruction
- 30 minutes – Independent work with teacher monitoring and guidance
- 4 minutes – Wrap up/review

Suggested Learning Resources

Google Apps
Google CS First
Scratch
Code.org

Deal School Curriculum	
Career Readiness, Life Literacies and Key Skills	
Grade 3-5 Financial Health	
Desired Outcomes	
<p>Financial well being includes understanding how emotions, peer influencers, advertising, personal money habits, financial decision-making processes, lifestyle choices, and personal financial values influence choices that are made involving finances. In addition, it includes topics that relate to planning and aligning career opportunities and possible entrepreneurial objectives with financial goals.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Financial traits can impact financial decisions. ● There are positive and negative consequences for spending choices. ● Financial information is not always accurate and can be influenced by external influencers. ● There are a number of ways to give back. 	<ul style="list-style-type: none"> ● In what ways can your habits impact your finances? ● How can spending choices impact your financial outcomes? ● Why is it important to give back?
Learners will know...	Learners will be able to....
<p>Financial Psychology</p> <ul style="list-style-type: none"> ● An individual's financial traits and habits affect his/her finances. ● Spending choices and their intended and unintended consequences impact financial outcomes and personal well-being. ● Not all financial information is accurate or truthful. <p>Civic Responsibility</p> <ul style="list-style-type: none"> ● You can give back in areas that matter to you. 	<p>Financial Psychology</p> <ul style="list-style-type: none"> ● 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions. ● 9.1.5.FP.2: Identify the elements of being a good steward of money. ● 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences. ● 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). ● 9.1.5.FP.5: Illustrate how inaccurate information is

disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

Civic Responsibility

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Journals
- Quick Checks
- Student Self-Assessment
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Teacher created specific rubrics
- Curriculum created rubrics/ tests/ quizzes
- Projects
- Project Presentations

Alternative Assessments-

Including but not limited to-

- Portfolios
- Class Discussion
- Teacher Observation
- Class Participation

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute class period / and or embedded into the core classes and related arts classes. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

- 5 minutes – Anticipatory Set

- 10 minutes- Introduction and Modeling of New Knowledge
- 25 minutes- Guided Practice/ Independent Practice
- 3 minutes – Closure/ Check for Understanding

Suggested Learning Resources

Learning Resources may included the following-

Big Ideas Curriculum

Big Ideas Supplementary Resources

Teacher Created Resources

- 3rd grade-Mini Society Business- Social Studies
- 3rd grade-Thanksgiving Shopping- Math
- 4th/5th grade Million Dollar Project-Math
- 4th grade- Movie Theater Project-Math
- 5th grade-Decimal Menu Project- Math

SeeSaw

Brain Pop

Google Apps

Common Sense Education

Banzai!

EconEdLink

Everfi

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the Curriculum allowing students to be exposed to a range of perspectives.

Sample Resources

Sample Picture Books-

Including but not limited to-

A Chair for My Mother by Vera B. Williams

Those Shoes by Maribeth Boelts

Sam and the Lucky Money by Karne Chinn

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
<ul style="list-style-type: none"> • Engineering Design • Often, several design solutions exist, each better in some way than the others. 	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Interdisciplinary Connections/Cross Curricular Opportunities

3rd grade

Math	3.OA.D.8 Solve two-step word problems, including problems involving money, using the four operations. Represent these
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	problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding
4th grade	
Math	4.M.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
5th grade	
Math	5.NBT.B.5 With accuracy and efficiency, multiply multi-digit whole numbers using the standard algorithm.
Accommodations and Modifications	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as

	<p>per IEP/504</p> <ul style="list-style-type: none"> • Modify classroom environment to support academic and physical needs of the students as per IEP/504
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<h2>Deal School Curriculum</h2> <h3>Grades 3-5 Financial Landscape</h3>	
Desired Outcomes	
<p>Financial landscape incorporates building an awareness of the various forms of money, financial institutions, and the role of economic and government influences has on one’s personal finances. Within the economic and government categories are topics such as consumer protection laws, taxes (e.g., impact on income and/or investments), a general understanding of inflation, and how government policies can affect one’s personal finances.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • There are a variety of financial institutions. • Taxes are collected on goods and services at different levels including local, state and federal. • Tax monies are spent differently at the local, state and federal levels. • Financial decisions can affect/ contribute to the overall economy. • There are laws to protect consumers. 	<ul style="list-style-type: none"> • Where can you save money? • What are taxes? • Are there laws and resources in place to protect consumers?
Learners will know...	Learners will be able to....
<p>Financial Institutions</p> <ul style="list-style-type: none"> • People can choose to save money in many places such as home in a piggy bank, bank, or credit union. <p>Economic and Government Influence</p> <ul style="list-style-type: none"> • Taxes are collected on a variety of goods and services at the local, state, and federal levels. • There is a broader economic system that influences your financial goals. 	<p>Financial Institutions</p> <ul style="list-style-type: none"> • 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. <p>Economic and Government Influence</p> <ul style="list-style-type: none"> • 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”

- There are agencies, laws, and resources to protect individuals as consumers.

- 9.1.5.EG.2: Describe how tax monies are spent
- 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.
- 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
- 9.1.5. EG.5: Identify sources of consumer protection and assistance.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Journals
- Quick Checks
- Student Self-Assessment
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Teacher created specific rubrics
- Curriculum created rubrics/ tests/ quizzes
- Projects
- Project Presentations

Alternative Assessments-

Including but not limited to-

- Portfolios
- Class Discussion
- Teacher Observation
- Class Participation

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute class period / and or embedded into the core classes and related arts classes.

Students will use a variety of learning strategies to complete processes and meet

standards. The daily sequence of activities will follow the following methods/structure-

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Suggested Learning Resources

Learning Resources may included the following-

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Big Ideas Supplementary Resources

Teacher Created Resources

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SeeSaw

Brain Pop

Google Apps

Common Sense Education

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EconEdLink

Everfi

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Sample Resources

Sample Picture Books-

Including but not limited to-

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Those Shoes by Maribeth Boelts

Sam and the Lucky Money by Karne Chinn

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
<ul style="list-style-type: none"> ● Engineering Design ● Often, several design solutions exist, each better in some way than the others. 	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Interdisciplinary Connections/Cross Curricular Opportunities

3rd grade	
Math	3.OA.D.8 Solve two-step word problems, including problems involving money, using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding
4th grade	
Math	4.M.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
5th grade	
Math	5.NBT.B.5 With accuracy and efficiency, multiply multi-digit whole numbers using the standard algorithm.
Accommodations and Modifications	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual

	<p>educational plan and/or 504 plan</p> <ul style="list-style-type: none"> ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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<h2>Deal School Curriculum</h2> <h3>Grade 3-5 Money Management</h3>	
Desired Outcomes	
<p>Money management includes examining various aspects of budgeting, building and maintaining a credit profile, loan and debt planning, identifying and managing potential risks and investments, and understanding various insurance options.</p>	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Budgets can include spending, saving and charitable contributions. ● Consumers have choices when it comes to their money. ● Individuals can protect themselves by avoiding risks. ● There are a number of reasons to have insurance. ● There are benefits to having a positive credit history. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What are the steps to create a budget? ● In what ways can saving help to plan for emergencies and goals? ● How can you protect yourself from risk? ● What are the benefits of having a positive credit history?
<p>Learners will know...</p> <p>Planning and Budgeting</p> <ul style="list-style-type: none"> ● There are specific steps associated with creating a budget. ● Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals. 	<p>Learners will be able to....</p> <p>Planning and Budgeting</p> <ul style="list-style-type: none"> ● 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions. ● 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

<p>Risk Management and Insurance</p> <ul style="list-style-type: none"> ● Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. <p>Credit Profile</p> <ul style="list-style-type: none"> ● There are benefits to having a positive credit history. 	<p>Risk Management and Insurance</p> <ul style="list-style-type: none"> ● 9.1.5.RMI.1: Identify risks that individuals and households face. ● 9.1.5.RMI.2: Justify reasons to have insurance. <p>Credit Profile</p> <ul style="list-style-type: none"> ● 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.
Assessment Evidence	
<p>Formative Assessments- (Ongoing assessments during the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Checklists- Observation ● Journals ● Quick Checks ● Student Self-Assessment ● Exit tickets ● Technology assisted assessments ● Progress reflections <p>Summative Assessments- (Assessment at the end of the learning period) including but not limited to-</p> <ul style="list-style-type: none"> ● Teacher created specific rubrics ● Curriculum created rubrics/ tests/ quizzes ● Projects ● Project Presentations <p>Alternative Assessments- Including but not limited to-</p> <ul style="list-style-type: none"> ● Portfolios ● Class Discussion ● Teacher Observation ● Class Participation 	
Suggested Learning Plan	
<p>Anticipated daily sequence of activities-</p>	

The structure of the learning plan will be in the format of a once weekly 43 minute class period / and or embedded into the core classes and related arts classes. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

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- 25 minutes- Guided Practice/ Independent Practice
- 3 minutes – Closure/ Check for Understanding

Suggested Learning Resources

Learning Resources may included the following-

Big Ideas Curriculum

Big Ideas Supplementary Resources

Teacher Created Resources

- 3rd grade-Mini Society Business- Social Studies
- 3rd grade-Thanksgiving Shopping- Math
- 4th/5th grade Million Dollar Project-Math
- 4th grade- Movie Theater Project-Math
- 5th grade-Decimal Menu Project- Math

SeeSaw

Brain Pop

Google Apps

Common Sense Education

Banzai!

EconEdLink

Everfi

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the Curriculum allowing students to be exposed to a range of perspectives.

Sample Resources

Sample Picture Books-

Including but not limited to-

A Chair for My Mother by Vera B. Williams

Those Shoes by Maribeth Boelts

Sam and the Lucky Money by Karne Chinn

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
<ul style="list-style-type: none"> ● Engineering Design 	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a

<ul style="list-style-type: none"> Often, several design solutions exist, each better in some way than the others. 	<p>problem, using appropriate tools to accomplish the task.</p>
Interdisciplinary Connections/Cross Curricular Opportunities	
3rd grade	
Math	3.OA.D.8 Solve two-step word problems, including problems involving money, using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding
4th grade	
Math	4.M.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
5th grade	
Math	5.NBT.B.5 With accuracy and efficiency, multiply multi-digit whole numbers using the standard algorithm.
Accommodations and Modifications	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> Spiral Learning Pre-teach and reteach concepts/skills Visual Models Restating and Re phrasing Directions Small group instruction Use of adaptive tools and manipulatives Modeling Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> Higher level materials for 	<p>ELL</p> <ul style="list-style-type: none"> Visuals are used Pre-teach vocabulary Activate prior knowledge Modeling Technology assistance-Chromebooks and Ipads Cards and anchor charts made available Small group instruction Sentence frames for written questions Reword directions and allow verbal clarification before

<p>differentiation</p> <ul style="list-style-type: none"> ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>answering questions</p> <ul style="list-style-type: none"> ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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<h2>Deal School Curriculum</h2>	
<h3>Grade 3-5 Career Awareness & Planning</h3>	
<p>Desired Outcomes</p>	
<p>Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence.</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● An individual's passions, aptitude and skills can affect his/her employment and earning potential. ● Income and benefits can vary depending on the employer and type of job/career. ● There are a variety of factors to consider before starting a business. ● Individuals can choose to accept inevitable risk or take steps to 	<ul style="list-style-type: none"> ● In what ways am I confident, self-reliant. How do I interact with my peers? How do I know I am a critical thinker, an informed risk-taker, a self-advocate, resilient? ● Where do I see myself in 2 years, 5 years, 10 years? ● What are my options? How can I get exposure/experience? ● What are my areas of growth for the careers I am interested in?

<p>protect themselves by avoiding or reducing risk.</p>	<ul style="list-style-type: none"> ● In what ways have personal experiences impacted or influenced my journey? ● What is entrepreneurship? What is social entrepreneurship? ● What are the key skills and midsets of entrepreneurship?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.2: Identify how you might like to earn an income. ● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. ● 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. ● 9.2.5.CAP.7: Identify factors to consider before starting a business. ● 9.2.5.CAP.8: Identify risks that individuals and households face. ● 9.2.5.CAP.9: Justify reasons to have insurance. 	<p>By the end of 5th grade students will be able to evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>By the end of 5th grade students will be able to identify how you might like to earn an income.</p> <p>By the end of 5th grade students will be able to identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>By the end of 5th grade students will be able to explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p> <p>By the end of 5th grade students will be able to identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</p> <p>By the end of 5th grade students will be able to compare the characteristics of a successful entrepreneur with the traits of successful employees.</p> <p>By the end of 5th grade students will be able to identify factors to consider before starting a business.</p>

	<p>By the end of 5th grade students will be able to identify risks that individuals and households face.</p> <p>By the end of 5th grade students will be able to justify reasons to have insurance.</p>
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Assessment Evidence

<p>Summative: ePortfolios Project Presentations Computed based pre and post tests</p> <p>Formative: Daily Journals Quick Checks Project Specific Rubrics Exit Slips Student Self-Assessment Peer review Pre-Assessments</p> <p>Alternative Assessment: Class Discussion Teacher Observation Class Participation ePortfolios</p>
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Suggested Learning Plan

<p>The structure of the daily lesson will be in the format of a 44-minute period.</p> <ul style="list-style-type: none"> ● 10 minutes – Do/Now summary and whole group instruction ● 30 minutes – Independent work with teacher monitoring and guidance ● 4 minutes – Wrap up/review

Suggested Learning Resources

<p>SeeSaw Brain Pop Typing Club Google Apps Common Sense Education Scratch Code.org Google Be Internet Awesome Venturelab Thrively</p>

Grade 3-5 Creativity and Innovation

Desired Outcomes

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. ● Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation. 	<ul style="list-style-type: none"> ● What does it mean to be creative? ● What can our imagination be used for? ● How can our imagination be used to solve a problem? ● What does it mean to be innovative? ● How can we come up with new ideas to solve a problem?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● 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.CI.3: Participate in a brainstorming session with 	<p>By the end of 5th grade students will be able to 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.</p> <p>By the end of 5th grade students will be able to 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.</p> <p>By the end of 5th grade students will be able to participate in a brainstorming session with individuals with diverse</p>

<p>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> <ul style="list-style-type: none"> ● 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>perspectives to expand one’s thinking about a topic of curiosity.</p> <p>By the end of 5th grade students will be able to participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.</p>
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Assessment Evidence

<p>Summative: ePortfolios Project Presentations Computed based pre and post tests</p> <p>Formative: Daily Journals Quick Checks Project Specific Rubrics Exit Slips Student Self-Assessment Peer review Pre-Assessments</p> <p>Alternative Assessment: Class Discussion Teacher Observation Class Participation ePortfolios</p>
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Suggested Learning Plan

<p>With one 44-minute period per week in approximately 40 school weeks, each student will complete 4 PBL projects or solutions based challenges per year.</p> <p>OR</p> <p>Students come to the lab 3 times a week for a 60 day cycle period and then rotate to other subjects or elective classes.</p> <p>The structure of the daily lesson will be in the format of a 44-minute period.</p> <ul style="list-style-type: none"> ● 10 minutes – Do/Now summary and whole group instruction ● 30 minutes – Independent work with teacher monitoring and guidance ● 4 minutes – Wrap up/review

Suggested Learning Resources

SeeSaw
 Brain Pop
 Typing Club
 Google Apps
 Common Sense Education
 Scratch
 Code.org
 Google Hangouts
 Animationish
 Fabmaker
 Venturelab

Deal School Curriculum

Grade 3-5 Critical Thinking and Problem Solving

Desired Outcomes

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

Enduring Understandings

- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Essential Questions

- What does it mean to be a problem- solver?
- What can we learn from our mistakes?
- What must you know about a problem before you can develop a solution?
- How can making mistakes be an important part of learning?
- Why is it important to know the resources you have to solve a problem?
- What are some advantages to planning before starting a project?

Learners will know...

Learners will be able to....

<ul style="list-style-type: none"> ● 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). 	<p>By the end of 5th grade students will be able to identify and gather relevant data that will aid in the problem-solving process.</p> <p>By the end of 5th grade students will be able to 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.</p> <p>By the end of 5th grade students will be able to describe how digital tools and technology may be used to solve problems.</p> <p>By the end of 5th grade students will be able to apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.</p>
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Assessment Evidence

<p>Summative: ePortfolios Project Presentations Computed based pre and post tests</p> <p>Formative: Daily Journals Quick Checks Project Specific Rubrics Exit Slips Student Self-Assessment Peer review Pre-Assessments</p> <p>Alternative Assessment: Class Discussion Teacher Observation Class Participation ePortfolios</p>
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Suggested Learning Plan

With one 44-minute period per week in approximately 40 school weeks, each student will complete 4 PBL projects or solutions based challenges per year.

OR

Students come to the lab 3 times a week for a 60 day cycle period and then rotate to other subjects or elective classes.

The structure of the daily lesson will be in the format of a 44-minute period.

- 10 minutes – Do/Now summary and whole group instruction
- 30 minutes – Independent work with teacher monitoring and guidance
- 4 minutes – Wrap up/review

Suggested Learning Resources

SeeSaw
Brain Pop
Typing Club
Google Apps
Common Sense Education
Scratch
Code.org
E-Pals
Google Hangouts
Tinkercad
Google Sketchup
Animationish
Fabmaker
Venturelab

21st CENTURY LIFE AND CAREERS

Career Awareness, Exploration and Preparation

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenges for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners

- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections/Cross Curricular Opportunities

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Integration of Technology

Students will use ipads and/or laptops during class.

Deal School Curriculum**Grade 3-5 Digital Citizenship****Desired Outcomes****Enduring Understandings**

- Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
- Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.

Essential Questions

- What are the responsibilities of a good digital citizen?
- What is a digital footprint?
- How have digital tools changed social interactions?

<ul style="list-style-type: none"> • Digital identities must be managed in order to create a positive digital footprint. • Digital tools have positively and negatively changed the way people interact socially. • Digital engagement can improve the planning and delivery of climate change actions. 	
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> • • 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. • 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. • 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). • 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. • 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). • 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. • 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). 	<ul style="list-style-type: none"> • By the end of 5th grade students will be able to explain the need for and use of copyrights. • By the end of 5th grade students will be able to provide attribution according to intellectual property rights guidelines using public domain or creative commons media. • By the end of 5th grade students will be able to distinguish between digital images that can be reused freely and those that have copyright restrictions. • By the end of 5th grade students will be able to model safe legal, and ethical behavior when using online or offline technology. • By the end of 5th grade students will be able to identify the characteristics of a positive and negative online identity and the lasting implications of online activity. • By the end of 5th grade students will be able to compare and contrast how digital tools have changed social interactions. • By the end of 5th grade students will be able to explain how posting and commenting in social spaces can have positive or negative consequences. • By the end of 5th grade students will be able to propose ways local and global communities can engage digitally to participate in and promote climate action.

Assessment Evidence

Summative:

ePortfolios
Project Presentations
Computed based pre and post tests

Formative:

Daily Journals
Quick Checks
Project Specific Rubrics
Exit Slips
Student Self-Assessment
Peer review
Pre-Assessments

Alternative Assessment:

Class Discussion
Teacher Observation
Class Participation
ePortfolios

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 44 minute period.

- 10 minutes – Do/Now summary and whole group instruction
- 30 minutes – Independent work with teacher monitoring and guidance
- 4 minutes – Wrap up/review

Suggested Learning Resources

Seesaw
Google APPS
Brain Pop
Scratch
Google Images

Deal School Curriculum

Grade 3-5 Global and Cultural Awareness

Desired Outcomes

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or

community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Culture and geography can shape an individual’s experiences and perspectives. 	<p>How are people and their different cultures diverse?</p> <p>How do individual cultures bring their strengths to the global network?</p> <p>What is the importance of recognizing and celebrating cultural diversity?</p> <p>How can culture affect the physical world around you?</p> <p>How does the physical world affect culture?</p>
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> • 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). 	<p>By the end of 5th grade students will be able to analyze how culture shapes individual and community perspectives and points of view.</p>

Assessment Evidence

Summative:
 ePortfolios
 Project Presentations
 Computed based pre and post tests

Formative:
 Daily Journals
 Quick Checks
 Project Specific Rubrics
 Exit Slips
 Student Self-Assessment
 Peer review
 Pre-Assessments

Alternative Assessment:
 Class Discussion
 Teacher Observation
 Class Participation
 ePortfolios

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 44 minute period.

- 10 minutes – Do/Now summary and whole group instruction
- 30 minutes – Independent work with teacher monitoring and guidance
- 4 minutes – Wrap up/review

Suggested Learning Resources

Creative Learning Systems Learning Launchers

Seesaw

Google APPS

Google Sketchup

Google Earth

Brain Pop

Code.org

Scratch

Lego Mindstorms

iPads

Digital cameras

<https://www.participatelearning.com/resources-for-teachers/>

Deal School Curriculum

Grade 3-5 Information and Media Literacy

Desired Outcomes

Information and Media Literacy empowers learners to access, retrieve and produce well managed resources. This access promotes and fosters inquiry learning as well as a deep understanding of target knowledge, skills or concepts. Information and Media Literacy is the vehicle for learners to pursue and create relevant information using the opportunities of high-quality materials. Information and media literacy also includes a basic understanding of ethical use of information.

Enduring Understandings

Essential Questions

<ul style="list-style-type: none"> ● Digital sources can be evaluated for accuracy. ● Information can be organized visually. ● Media is used by individuals, groups and organizations. ● There are different sources for information that can come in different formats . 	<ul style="list-style-type: none"> ● How can the use of digital tools and media resources be used effectively? ● In what ways can digital tools be used to modify and display data? ● Why is it important to use a variety of sources for effective decision making? ● When would you need to use relevant sources for information?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. ● Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas. ● Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making. ● Specific situations require the use of relevant sources of information. 	<ul style="list-style-type: none"> ● 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., <i>Social Studies Practice - Gathering and Evaluating Sources</i>). ● 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.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. ● 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). ● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

(e.g.,).

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Journals
- Quick Checks
- Student Self-Assessment
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Teacher created specific rubrics
- Curriculum created rubrics/ tests/ quizzes
- Projects
- Project Presentations

Alternative Assessments-

Including but not limited to-

- Portfolios
- Class Discussion
- Teacher Observation
- Class Participation

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute class period / and or embedded into the core classes and related arts classes.

Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

- 5 minutes – Anticipatory Set
- 10 minutes- Introduction and Modeling of New Knowledge
- 25 minutes- Guided Practice/ Independent Practice
- 3 minutes – Closure/ Check for Understanding

Suggested Learning Resources

Learning Resources may included the following-

Big Ideas Curriculum

Big Ideas Supplementary Resources

Teacher Created Resources

- 3rd grade-Mini Society Business- Social Studies
- 3rd grade-Thanksgiving Shopping- Math
- 4th/5th grade Million Dollar Project-Math
- 4th grade- Movie Theater Project-Math
- 5th grade-Decimal Menu Project- Math

SeeSaw

Brain Pop

Google Apps

Common Sense Education

Banzai!

EconEdLink

Everfi

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the Curriculum allowing students to be exposed to a range of perspectives.

Sample Resources

Sample Picture Books-

Including but not limited to-

The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer

Invent a Pet by Vicky Fang

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
<ul style="list-style-type: none"> • Engineering Design • Often, several design solutions exist, each better in some way than the others. 	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Interdisciplinary Connections/Cross Curricular Opportunities

3rd grade

ELA	RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
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4th grade

ELA	RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and
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	make relevant connections when drawing inferences from the text.
5th grade	
ELA	RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
Accommodations and Modifications	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504

Deal School Curriculum

Grade 3-5 Technology Literacy

Desired Outcomes

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">• Different digital tools have different purposes.• Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<ul style="list-style-type: none">• What purpose do digital tools have?• What are the benefits of collaborating with others to complete digital tasks?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none">• 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.• 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.• 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.• 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).• 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).	<ul style="list-style-type: none">• By the end of 5th grade learners will be able to compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.• By the end of 5th grade learners will be able to sort and filter data in a spreadsheet to analyze findings.• By the end of 5th grade students will be able to format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.• By the end of 5th grade students will be able to compare and contrast artifacts produced individually to those developed collaboratively.• By the end of 5th grade students will be able to compare and contrast artifacts produced individually to those developed collaboratively.

Assessment Evidence

Summative:

ePortfolios
Project Presentations
Computed based pre and post tests

Formative:

Daily Journals

Quick Checks
Project Specific Rubrics
Exit Slips
Student Self-Assessment
Peer review
Pre-Assessments

Alternative Assessment:

Class Discussion
Teacher Observation
Class Participation
ePortfolios

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 44 minute period.

- 10 minutes – Do/Now summary and whole group instruction
- 30 minutes – Independent work with teacher monitoring and guidance
- 4 minutes – Wrap up/review

Suggested Learning Resources

Google Apps
Google CS First
Scratch
Code.org

Deal School Curriculum	
Career Readiness, Life Literacies and Key Skills	
Grade 6 - 8 Financial Health	
Desired Outcomes	
<p>Financial well being includes understanding how emotions, peer influencers, advertising, personal money habits, financial decision-making processes, lifestyle choices, and personal financial values influence choices that are made involving finances. In addition, it includes topics that relate to planning and aligning career opportunities and possible entrepreneurial objectives with financial goals.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Personal values can impact financial scenarios. ● Emotions can influence financial decisions. ● There are marketing techniques to scourge spending on items that may not be wanted or needed. ● Philanthropy, volunteer service, and charities impact communities. ● There are ways to give back. ● There is legal and ethical behavior when making financial decisions. 	<ul style="list-style-type: none"> ● What influences your financial behavior? ● How do companies market to consumers? ● In what ways do philanthropic and charitable organizations impact the global communities? ● Why is it important to give back? ● What impacts are there to building personal wealth? ● What roles does ethics play in business decisions? ● How do ethics influence consumer behavior?
Learners will know...	Learners will be able to....
<p>Financial Psychology</p> <ul style="list-style-type: none"> ● An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial wellbeing. ● Marketing techniques are designed to encourage individuals to purchase items they may not need or want. <p>Civic Financial Responsibility</p>	<p>Financial Psychology</p> <ul style="list-style-type: none"> ● 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. ● 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions. ● 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

<ul style="list-style-type: none"> ● Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them. ● Individuals can use their talents, resources, and abilities to • give back. ● The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. 	<ul style="list-style-type: none"> ● 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions. ● 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being. ● 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. ● 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising. <p>Civic Financial Responsibility</p> <ul style="list-style-type: none"> ● 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. ● 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. ● 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
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Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Journals
- Quick Checks

- Student Self-Assessment
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Teacher created specific rubrics
- Curriculum created rubrics/ tests/ quizzes
- Projects
- Project Presentations

Alternative Assessments-

Including but not limited to-

- Story Telling
- Drawing Pictures
- Video Making
- Class Discussion
- Teacher Observation
- Class Participation

Suggested Learning Plan

Anticipated daily sequence of activities-

Anticipated daily sequence of activities:

- 5 minutes to review from previous class
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- 5 minutes think pair share or group share 5 minutes on question/answer session with teacher/peers
- 10-15 minutes to work on activity/assessment/assignment for the day
- 5 minutes for closure/closing statements, questions

Suggested Learning Resources

Learning Resources may included the following-

Big Ideas Curriculum

Big Ideas Supplementary Resources

Teacher Created Resources

- 6th grade math class- Unit Rate Project
- Social Studies- class government

SeeSaw

Brain Pop

Google Apps

Common Sense Education

Banzai!

EconEdLink

Everfi

<http://www.genirevolution.org/>

Equity, Inclusion, and Diversity Resources, LGBTQ+ Resources

Equity, Inclusion and Diversity Resources are included throughout the Curriculum allowing students to be exposed to a range of perspectives.

Sample Resources

Sample Picture Books-

Including but not limited to-

Rivka's Presents by Laurie Wallmark

Malaika's Costume by Nadia Hohn

Make Your Own Money: How Kids Can Earn It, Save It, Spend It, and Dream Big, with Danny Dollar, the King of Cha-Ching by Ty Allan Jackson

LGBTQ+ Resources

[LGBTQ leaders in Finance](#)

[Garden State Equality](#) Education Resources

Technology (Computer Science and Design Thinking)

Core Idea

- **Impacts of Computing**
Society is faced with trade-offs due to the increasing globalization and automation that computing brings

Performance Expectation

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Interdisciplinary Connections/Cross Curricular Opportunities

6th grade

Math

6.NS.B.3 With accuracy and efficiency, add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

7th grade

ELA	L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
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8th grade	
ELA	L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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Grades 6-8 Financial Landscape

Desired Outcomes

Financial landscape incorporates building an awareness of the various forms of money, financial institutions, and the role of economic and government influences has on one's personal finances. Within the economic and government categories are topics such as consumer protection laws, taxes (e.g., impact on income and/or investments), a general understanding of inflation, and how government policies can affect one's personal finances.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● There are components to consider when selecting a financial provider. ● There are different products and services to borrow and access money. ● Different financial institutions help with various financial needs. ● There is a difference between net and gross income. ● There are different forms of taxation. ● There are consequences for breaking financial laws. ● The economy can impact income. ● 	<ul style="list-style-type: none"> ● How does technology impact the global workforce? ● What is the impact of international trade? ● How do taxes affect personal finances? ● How do we evaluate companies we choose to do business with? ● What are consumer protection laws? ● What is taxation?
Learners will know...	Learners will be able to....
<p>Financial Institutions</p> <ul style="list-style-type: none"> ● There are a variety of factors that influence how well suited a financial institution and/or service will be in meeting an individual's financial needs. <p>Economic and Government Influence</p> <ul style="list-style-type: none"> ● Taxes affect one's personal finances. ● There are government agencies and policies that affect the 	<p>Financial Institutions</p> <ul style="list-style-type: none"> ● 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers. ● 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking). ● 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various

<p>financial industry and the broader economy.</p> <ul style="list-style-type: none">● There are procedures required to take advantage of consumer protection laws and assistance programs.	<p>personal financial needs and goals.</p> <ul style="list-style-type: none">● 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products. <p>Economic and Government Influence</p> <ul style="list-style-type: none">● 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income● 9.1.8.EG.2: Explain why various sources of income are taxed differently.● 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.● 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.● 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.● 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.● 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.● 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
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- 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Journals
- Quick Checks
- Student Self-Assessment
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Teacher created specific rubrics
- Curriculum created rubrics/ tests/ quizzes
- Projects
- Project Presentations

Alternative Assessments-

Including but not limited to-

- Story Telling
- Drawing Pictures
- Video Making
- Class Discussion
- Teacher Observation
- Class Participation

Suggested Learning Plan

Anticipated daily sequence of activities-

Anticipated daily sequence of activities:

- 5 minutes to review from previous class
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- 5 minutes for closure/closing statements, questions

Suggested Learning Resources

Learning Resources may included the following-

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Big Ideas Supplementary Resources

Teacher Created Resources

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SeeSaw

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SamplePicture Books-

Including but not limited to-

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LGBTQ+ Resources

[LGBTQ leaders in Finace](#)

[Garden State Equality](#) Education Resources

Technology (Computer Science and Design Thinking)

Core Idea

Performance Expectation

- **Impacts of Computing**
Society is faced with trade-offs due to the increasing globalization and automation that computing brings

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Interdisciplinary Connections/Cross Curricular Opportunities

6th grade	
Math	6.NS.B.3 With accuracy and efficiency, add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
7th grade	
ELA	L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
8th grade	
ELA	L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

Accommodations and Modifications

<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as
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	<p>per IEP/504</p> <ul style="list-style-type: none"> ● Modify classroom environment to support academic and physical needs of the students as per IEP/504
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<h2>Deal School Curriculum</h2> <h3>Grade 6 - 8 Money Management</h3>	
Desired Outcomes	
<p>Money management includes examining various aspects of budgeting, building and maintaining a credit profile, loan and debt planning, identifying and managing potential risks and investments, and understanding various insurance options.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● A budget can include future expenses and help prepare for life events. ● Different circumstances can affect one's personal budget. ● There are factors that can impact one's goals. ● Individuals can choose the degree of risk and steps to avoid risk. ● Credit and debit cards have advantages and disadvantages. ● Different strategies can be used to build and maintain good credit. 	<ul style="list-style-type: none"> ● How do you apply basic economic principles to better financial decision making? ● How does saving contribute to financial well-being? ● Why do we invest? ● What types of return should we expect on various investments? ● How do income and expenses relate to appropriate investments? ● What types of credit are available and how are they used? ● What factors determine credit worthiness? ● How can the cost of credit impact financial decisions? ● In what ways can debt be beneficial?
Learners will know...	Learners will be able to....
Planning and Budgeting	Planning and Budgeting
<ul style="list-style-type: none"> ● A budget aligned with an individual's financial goals can help prepare for life events. 	<ul style="list-style-type: none"> ● 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.

- Goals (e.g., higher education, autos, and homes, retirement), affect your finances.
- There are strategies to decrease and manage expenses.

Risk Management Insurance

- Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.
- Insurance can protect your personal finances.

Credit and Debt Management

- There are strategies to increase your savings and limit debt.
- Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.

Credit Profile

- There are strategies to build and maintain a good credit history.
- Credit history affects personal finances.

- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.1.8.PB.3: Explain how to create budget that aligns with financial goals.
- 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.
- 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Risk Management Insurance

- 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.
- 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
- 9.1.8.RM.3: Evaluate the need for different types of warranties.
- 9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

Credit and Debt Management

- 9.1.8.CDM.1: Compare and contrast the use of credit cards

	<p>and debit cards for specific purchases and the advantages and disadvantages of using each.</p> <ul style="list-style-type: none"> ● 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. ● 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs. ● 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans). <p>Credit Profile</p> <ul style="list-style-type: none"> ● 9.1.8.CP.1: Compare prices for the same goods or services. ● 9.1.8.CP.2: Analyze how spending habits affect one’s ability to save. ● 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores. ● 9.1.8.CP.4: Summarize borrower’s credit report rights. ● 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.
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Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
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- Quick Checks
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Alternative Assessments-

Including but not limited to-

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Suggested Learning Plan

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LGBTQ+ Resources

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Technology (Computer Science and Design Thinking)

Core Idea

- **Impacts of Computing**
Society is faced with trade-offs due to the increasing globalization and automation that computing brings

Performance Expectation

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Interdisciplinary Connections/Cross Curricular Opportunities

6th grade

Math

6.NS.B.3 With accuracy and efficiency, add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

7th grade

ELA	L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
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8th grade	
ELA	L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

Accommodations and Modifications

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Deal School Curriculum

Grade 6 - 8 Career Awareness & Planning

Desired Outcomes

Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence.

Enduring Understandings

- An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
- Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
- Early planning can provide more options to pay for postsecondary training and employment.
- Employee benefits can influence your employment choices.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
- There are resources to help an individual create a business plan to start or expand a business.

Essential Questions

- What career path(es) have I decided to investigate? Why? What are my sources, and why did I choose them?
- What kind of education or training do I need? What are the costs?
- How can I get exposure/experience?
- What are the challenges and opportunities of this path? What are the cultural expectations?
- In what ways do my strengths, interests, and preferences influence my career choice(s)?
- Where do I see myself in 2 years, 5 years, 10 years?

Learners will know...

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

Learners will be able to....

By the end of 8th grade students will be able to identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

<ul style="list-style-type: none"> ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ● 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. ● 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. ● 9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice. ● 9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education. ● 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. ● 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. 	<p>By the end of 8th grade students will be able to develop a plan that includes information about career areas of interest.</p> <p>By the end of 8th grade students will be able to explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>By the end of 8th grade students will be able to explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p> <p>By the end of 8th grade students will be able to develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p>By the end of 8th grade students will be able to compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p>By the end of 8th grade students will be able to devise a strategy to minimize costs of postsecondary education.</p> <p>By the end of 8th grade students will be able to compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>By the end of 8th grade students will be able to analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships,</p>
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structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Assessment Evidence

Summative:

ePortfolios
Project Presentations
Computed based pre and post tests

Formative:

Daily Journals
Quick Checks
Project Specific Rubrics
Exit Slips
Student Self-Assessment
Peer review
Pre-Assessments

Alternative Assessment:

Class Discussion
Teacher Observation
Class Participation
ePortfolios

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 44-minute period.

- 10 minutes – Do/Now summary and whole group instruction
- 30 minutes – Independent work with teacher monitoring and guidance
- 4 minutes – Wrap up/review

Suggested Learning Resources

SeeSaw
Brain Pop
Typing Club
Google Apps
Common Sense Education
Scratch
Code.org
Google Be Internet Awesome
Venturelab
Thrively

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Grade 6 - 8 Creativity and Innovation

Desired Outcomes

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. 	<ul style="list-style-type: none"> ● What does it mean to be creative? ● What can our imagination be used for? ● How can our imagination be used to solve a problem? ● What does it mean to be innovative? ● How can we come up with new ideas to solve a problem?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). ● 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). ● 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). ● 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 	<p>By the end of 8th grade students will be able to assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.</p> <p>By the end of 8th grade students will be able to repurpose an existing resource in an innovative way.</p> <p>By the end of 8th grade students will be able to examine challenges that may exist in the adoption of new ideas.</p> <p>By the end of 8th grade students will be able to explore the role of creativity and innovation in career pathways and industries.</p>

Assessment Evidence

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Alternative Assessment:

Class Discussion
Teacher Observation
Class Participation
ePortfolios

Suggested Learning Plan

With one 44-minute period per week in approximately 40 school weeks, each student will complete 4 PBL projects or solutions based challenges per year.

OR

Students come to the lab 3 times a week for a 60 day cycle period and then rotate to other subjects or elective classes.

The structure of the daily lesson will be in the format of a 44-minute period.

- 10 minutes – Do/Now summary and whole group instruction
- 30 minutes – Independent work with teacher monitoring and guidance
- 4 minutes – Wrap up/review

Suggested Learning Resources

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Brain Pop
Typing Club
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Common Sense Education
Scratch
Code.org
Google Hangouts
Animationish

Deal School Curriculum

Grade 6 - 8 Critical Thinking and Problem Solving

Desired Outcomes

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

Enduring Understandings

- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.

Essential Questions

- What does it mean to be a problem- solver?
- What can we learn from our mistakes?
- What must you know about a problem before you can develop a solution?
- How can making mistakes be an important part of learning?
- Why is it important to know the resources you have to solve a problem?
- What are some advantages to planning before starting a project?
- How does technology connect people and civilizations?
- In what ways does technology make life easier?
- How can innovation help some and hurt others?
- How does technology improve the human condition?

Learners will know...

Learners will be able to....

<ul style="list-style-type: none"> ● 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). ● 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). ● 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. 	<p>By the end of 8th grade students will be able to evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.</p> <p>By the end of 8th grade students will be able to develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.</p> <p>By the end of 8th grade students will be able to compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>
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Alternative Assessment:
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Suggested Learning Plan

With one 44-minute period per week in approximately 40 school weeks, each student will complete 4 PBL projects or solutions based challenges per year.

OR

Students come to the lab 3 times a week for a 60 day cycle period and then rotate to other subjects or elective classes.

The structure of the daily lesson will be in the format of a 44-minute period.

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Suggested Learning Resources

SeeSaw
Brain Pop
Typing Club
Google Apps
Common Sense Education
Scratch
Code.org
E-Pals
Google Hangouts
Tinkercad
Google Sketchup
Animationish
Fabmaker
Venturelab

21st CENTURY LIFE AND CAREERS

Career Awareness, Exploration and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Education

CRP1, CRP2, CRP3,
CRP4, CRP5, CRP6,
CRP7, CRP8, CRP9,
CRP10, CRP11,
CRP12

[Career Ready Practices](#)

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenges for wide ranging skills and development areas.

- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners

- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections/Cross Curricular Opportunities

3.9.K.1.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3.9.K.1.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization punctuation and spelling when writing.
3.7.K.1.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others ideas and expressing their own clearly and persuasively.
3.5.K.2.NJSLSA.W6	Use technology including the Internet to produce and publish writing and to interact and collaborate with others.
3.10.5.2.L.5.3	Use knowledge of language and its conventions when writing speaking reading or listening. A.Expand combine and reduce sentences for meaning reader listener interest and style. B.Compare and contrast the varieties of English (e.g. dialects registers) used in

	stories, dramas or poems.
MS-ETS1-4.	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
1.3.8.A.4	Use media arts and technology in the creation and performance of short original choreographic compositions.
Integration of Technology	
Students will use ipads and/or laptops during class.	

Deal School Curriculum	
Grade 6 - 8 Digital Citizenship	
Desired Outcomes	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. ● There are tradeoffs between allowing information to be public and keeping information private and secure. ● Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. ● Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest. ● Digital technology and data can be leveraged by communities to address effects of climate change. 	<ul style="list-style-type: none"> ● What are the responsibilities of a good digital citizen? ● How can we keep our digital footprint positive and appropriate? ● What are digital communities and why are they beneficial?
Learners will know...	Learners will be able to....

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
- 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

- By the end of 8th grade students will be able to analyze the resource citations in online materials for proper use.
- By the end of 8th grade students will be able to provide appropriate citation and attribution elements when creating media products.
- By the end of 8th grade students will be able to describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
- By the end of 8th grade students will be able to explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- By the end of 8th grade students will be able to manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- By the end of 8th grade students will be able to analyze online information to distinguish whether it is helpful or harmful to reputation.
- By the end of 8th grade students will be able to collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
- By the end of 8th grade students will be able to explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

Assessment Evidence

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Pre-Assessments

Alternative Assessment:

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Teacher Observation
Class Participation
ePortfolios

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 44 minute period.

- 10 minutes – Do/Now summary and whole group instruction
- 30 minutes – Independent work with teacher monitoring and guidance
- 4 minutes – Wrap up/review

Suggested Learning Resources

Seesaw
Google APPS
Brain Pop
Scratch
Common Sense Media
Google Applied Digital Skills

Deal School Curriculum

Grade 6 - 8 Global and Cultural Awareness

Desired Outcomes

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a

spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<ul style="list-style-type: none"> ● How are people and their different cultures diverse? ● How do individual cultures bring their strengths to the global network? ● What is the importance of recognizing and celebrating cultural diversity? ● How can culture affect the physical world around you? ● How does the physical world affect culture? ● How and what can cultural awareness inform a person about his or her beliefs, values, and or assumptions?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). ● 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 	<ul style="list-style-type: none"> ● By the end of 8th grade students will be able to model how to navigate cultural differences with sensitivity and respect. ● By the end of 8th grade students will be able to demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Assessment Evidence	
<p>Summative: ePortfolios Project Presentations Computed based pre and post tests</p> <p>Formative:</p>	

Daily Journals
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Alternative Assessment:

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Suggested Learning Plan

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- 10 minutes – Do/Now summary and whole group instruction
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- 4 minutes – Wrap up/review

Suggested Learning Resources

Creative Learning Systems Learning Launchers
Seesaw
Google APPS
Google Sketchup
Google Earth
Brain Pop
Code.org
Scratch
Lego Mindstorms
iPads
Digital cameras

<https://www.participatelearning.com/resources-for-teachers/>

Deal School Curriculum

Grade 6 - 8 Information and Media Literacy

Desired Outcomes

Information and Media Literacy empowers learned to access, retrieve and produce well managed resources. This access promotes and fosters inquiry learning as well as a deep understanding of target knowledge, skills or concepts. Information and

Media Literacy is the vehicle for learners to pursue and create relevant information using the opportunities of high-quality materials. Information and media literacy also includes a basic understanding of ethical use of information.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Digital sources can give a vast amount of resources. ● There are a variety of digital tools that can be used to display data. ● Information comes in a variety of forms. 	<ul style="list-style-type: none"> ● How can we evaluate digital sources for accuracy? ● In what ways can information be displayed visually? ● How is media used by individuals? ● Why is it important to determine if a source of information is appropriate for the situation?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. ● Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas. ● Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making. ● Specific situations require the use of relevant sources of information. 	<ul style="list-style-type: none"> ● 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., <i>Social Studies Practice</i> - Gathering and Evaluating Sources). ● 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.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. ● 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). ● 9.4.5.IML.7: Evaluate the degree to which information meets a

need including social emotional learning, academic, and social (e.g.,).

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Assessment Evidence

Formative Assessments-

(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Journals
- Quick Checks
- Student Self-Assessment
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-

(Assessment at the end of the learning period) including but not limited to-

- Teacher created specific rubrics
- Curriculum created rubrics/ tests/ quizzes
- Projects
- Project Presentations

Alternative Assessments-

Including but not limited to-

- Story Telling
- Drawing Pictures
- Video Making
- Class Discussion
- Teacher Observation
- Class Participation

Suggested Learning Plan

Anticipated daily sequence of activities-

Anticipated daily sequence of activities:

- 5 minutes to review from previous class
- 10 minute mini lesson on discussion of topic for the day
- 5 minutes think pair share or group share 5 minutes on question/answer session with teacher/peers
- 10-15 minutes to work on activity/assessment/assignment for the day
- 5 minutes for closure/closing statements, questions

Suggested Learning Resources

Learning Resources may included the following-

Big Ideas Curriculum
 Big Ideas Supplementary Resources
 Teacher Created Resources

- 6th grade math class- Unit Rate Project
- Social Studies- class government

SeeSaw
 Brain Pop
 Google Apps
 Common Sense Education
 Banzai!
 EconEdLink
 Everfi
<http://www.genirevolution.org/>

Equity, Inclusion, and Diversity Resources, LGBTQ+ Resources

Equity, Inclusion and Diversity Resources are included throughout the Curriculum allowing students to be exposed to a range of perspectives.

Sample Resources

Sample Picture Books-

Including but not limited to-

Rivka's Presents by Laurie Wallmark

Malaika's Costume by Nadia Hohn

Make Your Own Money: How Kids Can Earn It, Save It, Spend It, and Dream Big, with Danny Dollar, the King of Cha-Ching by Ty Allan Jackson

LGBTQ+ Resources

[LGBTQ leaders in Finance](#)

[Garden State Equality](#) Education Resources

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
<ul style="list-style-type: none"> • Impacts of Computing Society is faced with trade-offs due to the increasing globalization and automation that computing brings 	<ul style="list-style-type: none"> • 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Interdisciplinary Connections/Cross Curricular Opportunities

6th grade	
Math	6.NS.B.3 With accuracy and efficiency, add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
7th grade	
ELA	L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
8th grade	
ELA	L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
Accommodations and Modifications	
<p>At Risk/Struggling Learners</p> <ul style="list-style-type: none"> ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction <p>G&T Enrichment</p> <ul style="list-style-type: none"> ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking 	<p>ELL</p> <ul style="list-style-type: none"> ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples <p>Students with IEPs/504</p> <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504

	<ul style="list-style-type: none"> • Modify classroom environment to support academic and physical needs of the students as per IEP/504
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Deal School Curriculum

Grade 6 - 8 Technology Literacy
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Desired Outcomes

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Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. • Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. 	<ul style="list-style-type: none"> • What are the different purposes of digital tools? • How do digital tools allow for collaboration?

Learners will know...	Learners will be able to....
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<ul style="list-style-type: none"> • 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. • 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). • 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. • 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). 	<ul style="list-style-type: none"> • By the end of 8th grade students will be able to construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. • By the end of 8th grade students will be able to gather data and digitally represent information to communicate a real-world problem. • By the end of 8th grade students will be able to select appropriate tools to organize and present information digitally. • By the end of 8th grade students will be able to synthesize and publish information about a local or global issue or event.
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Suggested Learning Resources

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Google CS First
Scratch
Code.org
Google Applied Digital Skills

Pacing Guide

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners:

- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections/Cross Curricular Opportunities

ELA/Literacy -

WHST.6-8.1. Write arguments focused on discipline-specific content. A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create

Mathematics -

MP.2 Reason abstractly and quantitatively.
 MP.4 Model with mathematics.
 MP.5 Use appropriate tools strategically.

6.SPA.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

7.G.A.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

7.G.A.2. Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

7.G.B.6. Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correlation, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Science Connections

SCI.6-8.MS-ETS1- 1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2. Evaluate competing design solution using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-4. Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.

for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Integration of Technology

Students will use ipads and/or laptops during class.

Additional Tech Resources/ Learning Launcher Categories:

Circuitry

MaKey MaKey

Snap Circuits - Electricity and Electronics

Computer Graphics

Doodle 4 Google

Illustrator

Photoshop

Photoshop Elements

Punch Home Design Suite

SketchUp - 3D Modeling

Tinkercad

Digital Communications

ACID Music Studio - Sound Engineering

CrazyTalk

CrazyTalk Animator

Frames - Stop Motion Animation

GarageBand - Sound Engineering

Google Arts & Culture

Google Sites

PowerPoint

STEM Career Exploration

Storyboarding

Video Production

Express Challenges

Digital Communications

Mechanics and Structures

Scientific Data and Analysis

Software Engineering

Liftoff Challenges

Orientation

Circuitry

Computer Graphics

Digital Communications

Mechanics and Structures

Robotics and Control Technology

Scientific Data and Analysis

Software Engineering

Sustainability

Mechanics and Structures

Bridge Designer

fischertechnik Mechanic + Static
fischertechnik Mechanic + Static 2

K'Nex

Zometool

Orientation

Online ePortfolio

Orientation Collection

Robotics and Control Technology

Lego Mindstorms EV3 Robotics

Scientific Data and Analysis

ArcGIS Online - Geographic Information Systems

Astronomy with MicroObservatory

Extreme Weather and Monster Storms

Geographic Information Systems (GIS) - GIS Websites

Google Earth

Lasers

Vernier Scientific Sensors

Vernier Structures Tester

Software Engineering

Scratch v2 - Computer Programming

Stencyl - Game Design

TouchDevelop

Sustainability

Hydrogen Fuel Cells

Introduction to Alternative Energy and Other Topics

Solar Energy