

Crest Memorial School Curriculum and Pacing Guide	
Grade: 2	Subject Area: Enrichment
Adoption Date:	Revision Date: December 2024

Mission and Vision Statements

Mission: At the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

Vision: Driven by a passion for academic achievement, we strive to set and uphold rigorous standards that challenge our students to reach their fullest potential. Our commitment to excellence extends beyond the classroom, encompassing character development, critical thinking, and a lifelong love of learning. We believe in fostering a supportive and inclusive community where students feel valued, understood, and encouraged to explore their interests. Through personalized learning plans, we aim to address the diverse needs of our students, recognizing that each individual possesses a distinct set of strengths and abilities.

Integration of Technology

- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

21st Century Skills

- 9.3.12.AR-PRT.2: Demonstrate the production of various print, multimedia or digital media products.
- 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Career Education

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

Interdisciplinary Connection

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- **W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information.**
- **W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.**

Accommodations and Modifications

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing

	<ul style="list-style-type: none"> ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● Oral place presentation ● End of unit presentations on Google Platform (Documents, Sheets, Slides)
Benchmark	<ul style="list-style-type: none"> ● Presentations or Projects
Alternative	<ul style="list-style-type: none"> ● Performance Tasks/Challenges ● Projects

Pacing Guide	
Unit Title: Back to School and the Fall season	Number of days: 4
Unit Title: Halloween and the natural world	Number of days: 8
Unit Title: Thanksgiving holiday and designing challenges	Number of days: 8
Unit Title: Designing and Engineering with STEM	Number of days: 6
Unit Title: Winter Season and Habitats/Biomes	Number of days: 8
Unit Title: Be Kind and Follow Your Dreams	Number of days: 8
Unit Title: Women’s History Month and Making Changes in the World	Number of days: 6

Unit Title: Be Kind to Yourself and Keep a Growth Mindset	Number of days: 6
Unit Title: Be Yourself	Number of days: 6
Unit Title: End of School Memories	Number of days: 6

Unit Learning Goals

Students will express their ideas and thoughts through various hands-on, creative projects and activities. This unit is designed to allow students

freedom to show who they are and their personal preferences about enrichment.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Chromebooks ● Google Slides ● “Sky Color” children’s book ● Carly & Adam Growth Mindset activities 	<ul style="list-style-type: none"> ● Paper ● Drawing utensils and materials

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Students will complete an Interest Survey on Google Classroom. We will discuss what enrichment is and their expectations for the class. Students will learn how to use Google Classroom.</p>	<ul style="list-style-type: none"> ● 9.2.5.CAP.1 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Enrichment Interest Survey ● Class discussion about enrichment
<p>Day 2: We will read and discuss “Sky Color” and how it can relate to the students’ own lives. Students will complete hands-on activities showing how to use a “Growth Mindset” when trying to do something challenging.</p>	<ul style="list-style-type: none"> ● 9.2.5.CAP.1 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Read “Sky Color” ● Book and Growth Mindset discussion ● Growth Mindset activities from Carly & Adam
<p>Day 3: Students will learn how to use Google Slides so that we can begin the “All About Me” project.</p>	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Google Slide project lesson
<p>Day 4: Students will begin working on a Google Slide presentation expressing who they are and what their interests are.</p>	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Start Google Slide project
<p>Day 5: Students will begin working on a Google Slide presentation expressing who they are and what their interests are.</p>	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Continue Google Slide project
<p>Day 6: Students will begin working on a Google Slide presentation expressing who they are and what their interests are.</p>	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Continue Google Slide project

Day 7: Students will begin working on a Google Slide presentation expressing who they are and what their interests are.	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Continue Google Slide project
Day 8: Students will present and offer positive feedback for the “All About Me” Google Slide project.	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Present and discuss project

Inclusive concepts

Students are encouraged to use a Growth Mindset throughout this unit as they learn how to do something difficult (create a Google Slide) and also to express their true selves through several projects about who they are as a person.

Unit Learning Goals

The main unit goal is to allow students the opportunity to think and write creatively using natural resources.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Chromebooks ● Google Slides ● “The Leaf Man” and/or similar Fall-themed children’s books ● Tangrams/cut out leaves ● Paper ● Glue ● Coloring utensils 	<ul style="list-style-type: none"> ● Carly & Adam Growth Mindset activities

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Read and discuss “The Leaf Man” and/or similar fall-themed children’s books to help brainstorm ideas about how to create a story using different objects around us.</p>	<p>9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2</p>	<ul style="list-style-type: none"> ● Read/discuss “The Leaf Man” and similar Fall-themed books ● Brainstorm ideas for creative stories using objects around us
<p>Day 2: Using cut-out leaves, Tangrams, or similar classroom objects (Legos), students will create a design of a character they will use in a creative-writing story.</p>	<p>9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2 W.IW.2.2 W.NW.2.3.</p>	<ul style="list-style-type: none"> ● Create a character using cutout leaves, Tangrams, Legos, etc. ● Brainstorm ideas for creative stories using objects around us
<p>Day 3: Start crafting a rough draft of a story about the character created from cut-out leaves, Tangrams, or similar classroom objects (Legos).</p>	<p>9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2 W.IW.2.2 W.NW.2.3</p>	<ul style="list-style-type: none"> ● Rough draft of story
<p>Day 4: Start crafting a rough draft of a story about the character created from cut-out leaves, Tangrams, or similar classroom objects (Legos).</p>	<p>9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2 W.IW.2.2 W.NW.2.3</p>	<ul style="list-style-type: none"> ● Rough draft of story

Day 5: Finish crafting a rough draft of a story about the character created from cut-out leaves, Tangrams, or similar classroom objects (Legos).	9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2 W.IW.2.2 W.NW.2.3	<ul style="list-style-type: none"> ● Rough draft of story
Day 6: Type story on Google Documents or Slides, print, illustrate.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2 W.IW.2.2	<ul style="list-style-type: none"> ● Final copy of story on Google Docs/Slide ● Print ● Illustrate
Day 7: Type story on Google Documents or Slides, print, illustrate.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2 W.IW.2.2	<ul style="list-style-type: none"> ● Final copy of story on Google Docs/Slide ● Print ● Illustrate
Day 8: Type story on Google Documents or Slides, print, illustrate.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2 W.IW.2.2	<ul style="list-style-type: none"> ● Final copy of story on Google Docs/Slide ● Print ● Illustrate

Inclusive concepts

- Students are asked to think creatively about “everyday” objects around them as they design and write creatively.

Unit Learning Goals

The main unit goal is to allow students the opportunity to connect a children’s book theme to a technology project involving Ozobots. Students will learn how to use basic coding to connect what they read to a hands-on activity.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Ozobots ● Thanksgiving-themed children’s book and similarly-themed Fall books ● Paper ● Markers/crayons ● Pencils 	<ul style="list-style-type: none"> ● paper plates ● Marbles ● tape

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Read and discuss Thanksgiving-themed children’s books. Compare and contrast stories.	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Read and discuss read-aloud Thanksgiving-themed books
Day 2: Brainstorm design ideas for a maze that a turkey could run through if they were a character in one of the books we read as a class.	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Class brainstorm ● Design ideas
Day 3: Discussion and lesson on how to code using Ozobots.	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Ozobot lesson
Day 4: Continue using Ozobots in mini-coding lessons so students understand how to make the Ozobots move through a basic maze or on a path.	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Ozobot lesson
Day 5: Students will connect the children’s books they read aloud about Thanksgiving and create a maze or path for a turkey (or similar character) to	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Ozobot coding activity that connects to read-aloud stories

move through using Ozobots and coding. Students will use settings from the stories in the maze or on the path they create.		
Day 6: Students will continue to design mazes and paths for story characters using Ozobots.	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Ozobot coding activity that connects to read-aloud stories
Day 7: Students will continue to design mazes and paths for story characters using Ozobots.	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Ozobot coding activity that connects to read-aloud stories
Day 8: Students will continue to design mazes and paths for story characters using Ozobots.	<ul style="list-style-type: none"> ● 9.4.2.IML.2 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Ozobot coding activity that connects to read-aloud stories

Inclusive concepts

- Students use creative stories to connect characters and settings to a technology lesson using Ozobots. They are encouraged to think creatively and use the Design Process.

Unit Learning Goals

The main unit goal is for students to use the Design Process and a Growth Mindset as they use STEM materials to design an “invention” out of a small box.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● tissue boxes or cereal boxes ● “What to Do With A Box” read-aloud book ● Paper ● Drawing utensils ● STEM materials 	<ul style="list-style-type: none"> ● extra STEM materials <ul style="list-style-type: none"> ● Tape ● String ● Scissors ● Paper ● Pipe cleaners

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Read and discuss “What to Do With A Box” and brainstorm design ideas for inventions.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2	<ul style="list-style-type: none"> ● Read “What to Do With A Box” ● Brainstorm design ideas for boxes
Day 2: Students will use the Design Process and a Growth Mindset to design “inventions” using a small box as the base.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2	<ul style="list-style-type: none"> ● Brainstorm design ideas for boxes
Day 3: Students will use the Design Process and a Growth Mindset to design “inventions” using a small box as the base.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2	<ul style="list-style-type: none"> ● Brainstorm design ideas for boxes
Day 4: Students will complete designs and write a short paragraph about their “inventions”.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2	<ul style="list-style-type: none"> ● Designs ● Paragraph description

Day 5: Students will complete designs and write a short paragraph about their “inventions”.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2	<ul style="list-style-type: none"> ● Designs ● Paragraph description
Day 6: Students will present design ideas.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.4.2.IML.2 9.3.12.ED.2	<ul style="list-style-type: none"> ● Presentations

Inclusive concepts

- Students need to use a Growth Mindset to be able to creatively design inventions using only STEM materials. Students are encouraged to be creative and think “outside of the box” as they design inventions.

Unit Learning Goals

The main unit goal is to help students understand animal habitats and the winter season while providing them with creative-design and technology-design hands-on activities.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● “The Mitten” children’s book ● Books and videos about habitats/biomes ● Google Slides and Documents 	<ul style="list-style-type: none"> ● Paper ● Drawing materials

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will read and discuss “The Mitten” and similarly-themed children’s books about habitats. Students will complete a Venn Diagram together about the habitats where we live and the habitat in the book.	8.1.5.DA.3 9.3.12.AR-PRT.2 9.4.2.CI.1	<ul style="list-style-type: none"> ● Read and discuss “The Mitten” ● Venn Diagram about habitats
Day 2: Continue to read and research different common habitats/biomes of the world and write facts together using Google Documents.	8.1.5.DA.3 9.3.12.AR-PRT.2 9.4.2.CI.1	<ul style="list-style-type: none"> ● Read and discuss/view videos about different common habitats and biomes ● Google Documents fact sheets
Day 3: Continue to read and research different common habitats/biomes of the world and write facts together using Google Documents.	8.1.5.DA.3 9.3.12.AR-PRT.2 9.4.2.CI.1	<ul style="list-style-type: none"> ● Read and discuss/view videos about different common habitats and biomes ● Google Documents fact sheets
Day 4: Students will choose their favorite (1-2) biome or habitat to focus their research on and begin to create a Google Slide about the habitat/biome. They may also choose to draw a mini-poster instead.	8.1.5.DA.3 9.3.12.AR-PRT.2 9.4.2.CI.1	<ul style="list-style-type: none"> ● Habitat/biome research project

Day 5: Students will choose their favorite (1-2) biome or habitat to focus their research on and begin to create a Google Slide about the habitat/biome. They may also choose to draw a mini-poster instead.	8.1.5.DA.3 9.3.12.AR-PRT.2 9.4.2.CI.1	<ul style="list-style-type: none"> • Habitat/biome research project
Day 6: Students will choose their favorite (1-2) biome or habitat to focus their research on and begin to create a Google Slide about the habitat/biome. They may also choose to draw a mini-poster instead.	8.1.5.DA.3 9.3.12.AR-PRT.2 9.4.2.CI.1	<ul style="list-style-type: none"> • Habitat/biome research project
Day 7: Students will finish their research projects and an extra activity will be to create a small model of the habitat/biome using STEM materials.	8.1.5.DA.3 9.3.12.AR-PRT.2 9.4.2.CI.1	<ul style="list-style-type: none"> • Habitat/biome research project
Day 8: Students will finish their research projects and an extra activity will be to create a small model of the habitat/biome using STEM materials.	8.1.5.DA.3 9.3.12.AR-PRT.2 9.4.2.CI.1	<ul style="list-style-type: none"> • Habitat/biome research project

Inclusive concepts

- Students connect a creative fiction story to real-world science topics using technology.

Unit Learning Goals

The main unit goal is to teach students the importance of standing up for what you believe in and sharing your ideas.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● “Grace for President” and/or similarly-themed children’s books ● Google Sheets ● Graph paper 	<ul style="list-style-type: none"> ● coloring/drawing utensils

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will read and discuss “Grace for President” and/or similarly-themed children’s books. They will begin brainstorming ideas for a class survey.	9.4.2.CI.1	<ul style="list-style-type: none"> ● Read “Grace for President” and/or similarly-themed children’s books ● Brainstorm survey ideas
Day 2: Students will begin drafting a class/school survey that they can complete using graph paper and pencils.	9.4.2.IML.2 8.1.5.DA.3 9.3.12.AR-PRT.2	<ul style="list-style-type: none"> ● Class survey
Day 3: Students will survey classmates/other classes (if time and schedule allows). They will draw a visual representation of the data they collect.	8.1.5.DA.3 9.3.12.AR-PRT.2 9.4.2.IML.2	<ul style="list-style-type: none"> ● Class survey ● Graphing on graph paper
Day 4: Students will learn how to put data into a Google Sheet spreadsheet and create a graph through a teacher-led lesson and several examples.	8.1.5.DA.3 9.3.12.AR-PRT.2 9.4.2.IML.2	<ul style="list-style-type: none"> ● Google Sheets graphing lesson
Day 5: Students will take the data from their class surveys and complete a Google Sheet graph.	8.1.5.DA.3 9.3.12.AR-PRT.2 9.4.2.IML.2	<ul style="list-style-type: none"> ● Google Sheets graphing lesson

Day 6: Students will draft a list of ideas they might have if they were to run for class president of CMS. They will choose between a digital poster or a hand-drawn poster of these ideas.	9.2.5.CAP.1 9.2.5.CAP.2	<ul style="list-style-type: none"> • Class/school president project
Day 7: Students will draft a list of ideas they might have if they were to run for class president of CMS. They will choose between a digital poster or a hand-drawn poster of these ideas.	9.2.5.CAP.1 9.2.5.CAP.2	<ul style="list-style-type: none"> • Class/school president project
Day 8: Students will draft a list of ideas they might have if they were to run for class president of CMS. They will choose between a digital poster or a hand-drawn poster of these ideas.	9.2.5.CAP.1 9.2.5.CAP.2	<ul style="list-style-type: none"> • Class/school president project

Inclusive concepts

- Students will learn the importance of being yourself, standing up for what you believe in and sharing your ideas. Students will use what they learn to create a digital representation of the data.

Unit Learning Goals

The main unit goal is to help students appreciate contributions of women in history while allowing them time to explore using STEM-themed hands-on activities.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● “Margaret and the Moon” OR “Counting on Katherine” OR similarly-themed books about contributions of women in science. ● STEM building materials such as paper, tape, scissors, pipe cleaners, index cards, etc. ● Chromebooks 	<ul style="list-style-type: none"> ● NASA website resources for students

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will read and discuss “Margaret and the Moon” OR “Counting on Katherine” OR similarly-themed books about contributions of women in science.	9.2.5.CAP.1 8.1.5.IC.1	<ul style="list-style-type: none"> ● Read discuss children’s books about women in science
Day 2: Students will brainstorm and design a “lunar-landing” machine using STEM materials and Carly & Adam activities.	9.2.5.CAP.1 9.3.12.ED.2	<ul style="list-style-type: none"> ● STEM brainstorming
Day 3: Students will design a “lunar-landing” machine using STEM materials and Carly & Adam activities. They will need to use a fake “budget” to “purchase” materials.	9.2.5.CAP.1 9.3.12.ED.2	<ul style="list-style-type: none"> ● STEM lunar-landing project
Day 4: Students will test and reflect on their “lunar-landing” machine using STEM materials and Carly & Adam activities. They will need to use a fake “budget” to “purchase” materials.	9.2.5.CAP.1 9.3.12.ED.2	<ul style="list-style-type: none"> ● STEM lunar-landing project

Day 5: Students will complete several activities from NASA's children's activities online and in their activities packets.	9.2.5.CAP.1 9.3.12.ED.2	<ul style="list-style-type: none"> ● Space science activities ● Extra—NASA website art and puzzle activities found online
Day 6: Students will complete several activities from NASA's children's activities online and in their activities packets.	9.2.5.CAP.1 9.3.12.ED.2	<ul style="list-style-type: none"> ● Space science activities ● Extra—NASA website art and puzzle activities found online

Inclusive concepts

Students will make connections between children's books based on real women in history to science and STEM activities.

Unit Learning Goals

The main unit goal is to help students understand the importance of being kind to others and themselves. Students are encouraged to feel comfortable exploring new design challenges while using a Growth Mindset.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● “Giraffe Problems” and similarly-themed children’s books about Growth Mindset. ● Ozobot coding activities ● Ozobot student workbooks ● Paper ● Pencils ● Markers/crayons 	<ul style="list-style-type: none"> ● Carly & Adam Growth Mindset design activities

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Read and discuss “Giraffe Problems” and similarly-themed children’s books about Growth Mindset.	9.4.2.CI.1	<ul style="list-style-type: none"> ● Read/discuss Giraffe Problems” and similarly-themed children’s books about Growth Mindset.
Day 2: Students will work through several Ozobot coding mini-lessons to explore different movements that Ozobots can complete.	9.4.2.CI.1 9.3.12.ED.2	<ul style="list-style-type: none"> ● Ozobot coding lessons
Day 3: Students will work through several Ozobot coding mini-lessons to explore different movements that Ozobots can complete.	9.4.2.CI.1 9.3.12.ED.2	<ul style="list-style-type: none"> ● Ozobot coding lessons
Day 4: Students will work through several Ozobot coding mini-lessons to explore different movements that Ozobots can complete.	9.4.2.CI.1 9.3.12.ED.2	<ul style="list-style-type: none"> ● Ozobot coding lessons
Day 5: Students will work through several Ozobot	9.4.2.CI.1	<ul style="list-style-type: none"> ● Ozobot coding lessons

coding mini-lessons to explore different movements that Ozobots can complete.	9.3.12.ED.2	
Day 6: Students will work through several Ozobot coding mini-lessons to explore different movements that Ozobots can complete.	9.4.2.CI.1 9.3.12.ED.2	<ul style="list-style-type: none"> • Ozobot coding lessons

Inclusive concepts

- Students will connect technology and coding with creative thinking while keeping a Growth Mindset to overcome coding challenges.

Unit Learning Goals

The main unit goal is to use creative thinking and a Growth Mindset to express their ideas and thoughts.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● “The Big Orange Splot” and similarly-themed Growth Mindset books for children ● Carly & Adam’s mini house project ● Coloring utensils 	<ul style="list-style-type: none"> ● paper

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will read and discuss “The Big Orange Splot” and similarly-themed Growth Mindset books for children.	9.4.2.CI.1 9.2.5.CAP.1	● Read and discuss Growth Mindset books
Day 2: Students will begin their mini-house project. These are designed to show student individualities and personalities.	9.4.2.CI.1 9.2.5.CAP.1	● Carly & Adam mini-house project
Day 3: Students will begin their mini-house project. These are designed to show student individualities and personalities.	9.4.2.CI.1 9.2.5.CAP.1	● Carly & Adam mini-house project
Day 4: Students will begin their mini-house project. These are designed to show student individualities and personalities.	9.4.2.CI.1 9.2.5.CAP.1	● Carly & Adam mini-house project
Day 5: Students will begin their mini-house project. These are designed to show student individualities	9.4.2.CI.1 9.2.5.CAP.1	● Carly & Adam mini-house project

and personalities.		
Day 6: Students will finish and present their mini-houses to class.	9.3.12.ED.2	<ul style="list-style-type: none"> • Finish project and present

Inclusive concepts

- Students are encouraged to be themselves as they think creatively and design their mini-houses.

Unit Learning Goals

The main unit goal is to help students express their ideas and thoughts about the school year.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • “What do you do with an Idea” • Google Classroom • Google Documents/Slides 	<ul style="list-style-type: none"> • Paper • Coloring utensils

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will read and discuss “What do you do with an Idea” and begin brainstorming ideas about their school-year memories.	8.1.5.DA.3 9.3.12.ED.2	<ul style="list-style-type: none"> • Read/discuss “What do you do with an Idea” • Brainstorming school-year memories
Day 2: Students will work on a Google Slide project OR hand-drawn booklet of school year memories.	9.2.5.CAP.1 9.4.2.CI.1 8.1.5.DA.3 9.3.12.ED.2	<ul style="list-style-type: none"> • School memories project
Day 3: Students will work on a Google Slide project OR hand-drawn booklet of school year memories.	9.2.5.CAP.1 9.4.2.CI.1 8.1.5.DA.3 9.3.12.ED.2	<ul style="list-style-type: none"> • School memories project

Day 4: Students will work on a Google Slide project OR hand-drawn booklet of school year memories.	9.2.5.CAP.1 9.4.2.CI.1 8.1.5.DA.3 9.3.12.ED.2	<ul style="list-style-type: none"> • School memories project
Day 5: Students will work on a Google Slide project OR hand-drawn booklet of school year memories.	9.2.5.CAP.1 9.4.2.CI.1 8.1.5.DA.3 9.3.12.ED.2	<ul style="list-style-type: none"> • School memories project
Day 6: Students will work on a Google Slide project OR hand-drawn booklet of school year memories.	9.2.5.CAP.1 9.4.2.CI.1 8.1.5.DA.3 9.3.12.ED.2	<ul style="list-style-type: none"> • School memories project

Inclusive concepts

- Students are encouraged to express themselves, their ideas, their emotions and their feelings about the school year in creative ways.