Crest Memorial School Curriculum and Pacing Guide	
Grade: 4	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.
- 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.

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
• **4.M.A.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. • **W.IW.1.2 With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.**

Accommodations and Modifications	
Special Education	● 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	● 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	● 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	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs

Students with 504 Plans	● 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 ● Use mnemonic devices

Assessments	
Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	● Oral place presentation ● End of unit presentations on Google Platform (Documents, Sheets, Slides)
Benchmark	● Presentations or Projects
Alternative	● Performance Tasks/Challenges ● Projects

Pacing Guide	
Unit Title: **Google Platform and Growth Mindset**	Number of days: 14-21
Unit Title: **Pixel Art Intro on paper and Sheets**	Number of days: 25-30
Unit Title: **Math Board Games: design and play**	Number of days: 35-40
Unit Title: **Ozobot Intro and design**	Number of days: 30-40
Unit Title: **Map and Castle engineering design projects**	Number of days: 20-30
Unit Title: **CMS Store/Cafe and Bonus Materials**	Number of days: 20

Unit Learning Goals

Students will be able to identify the key components of the Google platform used in the classroom: Google documents, Sheets and Classroom with 90-100% accuracy.

Core Instructional Materials	Supplemental Materials
● Chromebook ● Online benchmark assessment resource ● Google platform	● Google Classroom materials ● Internet ● Smartboard ● Books: The Little Spot, The Dot, What do you do with an idea? ● Creative Inventing designs ● **"It's not a___, it's a ___" Carly and Adam design challenges**

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will complete a Google Form about their enrichment interests and ideas. Students will also join Google Classroom and start to review Google Document basics.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2	● Google Form about enrichment ● Google Classroom discussion ● Google Document use review
Day 2: Students will continue to review Google Documents—changing font size and color, spacing, and document formatting. Students will also complete several Growth Mindset activities by reading **"Little Spot" books** and related arts/crafts.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2	● Google Form about enrichment ● Google Classroom discussion ● Google Document use review ● Read and discuss "Little Spot" books
Day 3: Students will continue to review Google Documents—changing font size and color, spacing, and document formatting. Students will also complete several Growth Mindset activities by reading, discussing and completing creative designs.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Classroom discussion ● Google Document use review ● Read and discuss "Little Spot" books ● "It's not a___, it's a ___" Carly and Adam design challenges
Day 4: Students will continue to review Google Documents—changing font size and color,	8.1.5.DA.3 8.1.5.IC.1	● Google Classroom discussion

spacing, and document formatting. Students will also complete several Growth Mindset activities by reading, discussing and completing creative designs.	9.3.12.AR-PRT.2 9.3.12.ED.2	• Google Document use review • Read and discuss “The Dot” book • Read and discuss “What Do You Do with An Idea?” book. • Invention challenges
Day 5: Students will finish their Google Document lessons—changing font size and color, spacing, and document formatting. Students will create inventions on paper and discuss their ideas and how they could help people, our world and/or their future careers.	9.4.2.CI.1 9.4.2.IML.2 9.2.5.CAP.2	• Google Classroom discussion • Google Document use review • Read and discuss “The Dot” book • Read and discuss “What Do You Do with An Idea?” book. • Invention challenges
Day 6: Students will practice using a Growth Mindset by reading about, discussing and creating several design challenges.	9.4.2.CI.1 9.4.2.IML.2 9.2.5.CAP.2	• Read and discuss “The Dot” book • Read and discuss “What Do You Do with An Idea?” book. • Invention challenges
Day 7: Students will practice using a Growth Mindset by reading about, discussing and creating several design challenges.	9.4.2.CI.1 9.4.2.IML.2 9.2.5.CAP.2	• Read and discuss “The Dot” book • Read and discuss “What Do You Do with An Idea?” book. • Invention challenges
Day 8: Students will practice using a Growth Mindset by reading about, discussing and creating several design challenges.	9.4.2.CI.1 9.4.2.IML.2 9.2.5.CAP.2	• Read and discuss “The Dot” book • Read and discuss “What Do You Do with An Idea?” book. • Invention challenges
Day 9: Students will practice using a Growth Mindset by reading about, discussing and creating several design challenges.	9.4.2.CI.1 9.4.2.IML.2 9.2.5.CAP.2	• Read and discuss “The Dot” book • Read and discuss “What Do You Do with An Idea?” book. • Invention challenges
Day 10: Students will practice using a Growth Mindset by reading about, discussing and creating several design challenges.	9.4.2.CI.1 9.4.2.IML.2 9.2.5.CAP.2	• Read and discuss “The Dot” book • Read and discuss “What Do You Do with An Idea?” book.

		• Invention challenges
Day 11: Students will use what they learned about Google Documents to type brainstorm notes about a Google Slides Presentation “All About Me”.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2 9.3.12.ED.2	• Google Slides introduction and review lesson • Rough draft of “All About Me” slide show
Day 12: Students will review how to use Google Slides and begin making a 5 slide presentation titled “All About Me.”	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2 9.3.12.ED.2	• Google Slides introduction and review lesson • Continue rough draft of “All About Me” slide show
Day 13: Students will continue working on their “All About Me” Google Slides presentation.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2 9.3.12.ED.2	• Google Slides introduction and review lesson • Continue rough draft of “All About Me” slide show
Day 14: Students will complete and present their “All About Me” Google Slides presentation.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2 9.3.12.ED.2	• Complete and present “All About Me Slides”
Day 15: Students will complete an Exit form about their first Unit in enrichment, they will create a feedback Google Document about their presentations and the presentations they viewed and they will use a Growth Mindset to give positive feedback to themselves and their classmates.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2 9.3.12.ED.2	• Complete and present “All About Me Slides” • Complete Exit form • Positive Feedback form for classmates’ presentations

Inclusive concepts
These lessons are geared towards allowing students creative freedom, encourage free-thinking when designing inventions, and optimize having a Growth Mindset in life. The books being read in these lessons are meant to encourage individuality and creativity. They also encourage students to be kind to everyone regardless of differences.

Unit Learning Goals
The main unit goal is to help students understand the connection between Google Sheets (spreadsheets) and coding.

Core Instructional Materials	Supplemental Materials
Google Platform (Sheets) Chromebooks Coding Examples	Graph Paper (different sized grids) Coloring utensils (crayons)

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Students will be able to be understand the basics of coding and how it can be related to art on graph paper or Google Sheets.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1	● Introductory lesson on coding ● Designs using pixels on graph paper ● Google Sheets coding introduction
● Day 2: Students will begin to learn about coding from the basics of binary coding to how to use conditional formatting tools in Google Sheets to set up a basic color-coding design.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1	● Introductory lesson on coding ● Designs using pixels on graph paper ● Google Sheets coding introduction using Conditional Formatting on Google Sheets
● Day 3: Students will continue to learn about coding from the basics of binary coding to how to use conditional formatting tools in Google Sheets to set up a basic color-coding design.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1	● Designs using pixels on graph paper ● Google Sheets coding introduction using Conditional Formatting on Google Sheets
● Day 4: Students will continue to learn about coding from the basics of binary coding to how to use conditional formatting tools in Google	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1	● Designs using pixels on graph paper ● Google Sheets coding introduction using Conditional Formatting on

Sheets to set up a basic color-coding design.		Google Sheets
● Day 5: Students will continue to learn about coding from the basics of binary coding to how to use conditional formatting tools in Google Sheets to set up a basic color-coding design.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1	• Designs using pixels on graph paper • Google Sheets coding introduction using Conditional Formatting on Google Sheets
● Day 6: Students will begin to research images that they can make into pixel art on Google Sheets using Conditional Formatting tools.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1	• Designs using pixels on graph paper • Google Sheets coding introduction using Conditional Formatting on Google Sheets
● Day 7: Students will continue to research images that they can make into pixel art on Google Sheets using Conditional Formatting tools.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1	• Designs using pixels on graph paper • Google Sheets coding introduction using Conditional Formatting on Google Sheets
● Day 8: Students will create images of pixel art on Google Sheets using Conditional Formatting tools.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 **4.M.A.3**	• Designs using pixels on graph paper • Google Sheets coding introduction using Conditional Formatting on Google Sheets
● Day 9: Students will continue to create images of pixel art on Google Sheets using Conditional Formatting tools.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 **4.M.A.3**	• Designs using pixels on graph paper • Google Sheets coding introduction using Conditional Formatting on Google Sheets
● Day 10: Students will continue to create images of pixel art on Google Sheets using Conditional Formatting tools.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 **4.M.A.3**	• Designs using pixels on graph paper • Google Sheets coding introduction using Conditional Formatting on Google Sheets
● Day 11: Students will continue to create images of pixel art on Google Sheets using Conditional Formatting tools.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 **4.M.A.3**	• Designs using pixels on graph paper • Google Sheets coding introduction using Conditional Formatting on Google Sheets
● Day 12: Students will continue to create	8.1.5.DA.3	• Designs using pixels on graph paper

images of pixel art on Google Sheets using Conditional Formatting tools.	9.3.12.AR-PRT.2 8.1.2.CS.1 **4.M.A.3**	• Google Sheets coding introduction using Conditional Formatting on Google Sheets
• Day 13: Students will continue to create images of pixel art on Google Sheets using Conditional Formatting tools.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 **4.M.A.3**	• Designs using pixels on graph paper • Google Sheets coding introduction using Conditional Formatting on Google Sheets
• Day 14: Students will continue to create images of pixel art on Google Sheets using Conditional Formatting tools.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 **4.M.A.3**	• Designs using pixels on graph paper • Google Sheets coding introduction using Conditional Formatting on Google Sheets
• Day 15: Students will explore how to make math puzzles using Pixel Art.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 9.4.2.CI.1	• Math Puzzle on Google Sheets • Binary Code puzzles on Pixel art • Continued graphic arts activities on Google Sheets
• Day 16: Students will explore how to make math puzzles using Pixel Art.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 9.4.2.CI.1	• Math Puzzle on Google Sheets • Binary Code puzzles on Pixel art • Continued graphic arts activities on Google Sheets
• Day 17: Students will explore how to make math puzzles using Pixel Art.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 9.4.2.CI.1	• Math Puzzle on Google Sheets • Binary Code puzzles on Pixel art • Continued graphic arts activities on Google Sheets
• Day 18: Students will design their own math puzzles using Pixel Art.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 9.4.2.CI.1	• Math Puzzle on Google Sheets • Binary Code puzzles on Pixel art • Continued graphic arts activities on Google Sheets
• Day 19: Students will design their own math puzzles using Pixel Art.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 9.4.2.CI.1	• Math Puzzle on Google Sheets • Binary Code puzzles on Pixel art • Continued graphic arts activities on Google Sheets

● Day 20: Students will design their own math puzzles using Pixel Art.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 9.4.2.CI.1	● Math Puzzle on Google Sheets ● Binary Code puzzles on Pixel art ● Continued graphic arts activities on Google Sheets
● Day 21: Students will design their own math puzzles using Pixel Art.	8.1.5.DA.3 9.3.12.AR-PRT.2 8.1.2.CS.1 9.4.2.CI.1	● Math Puzzle on Google Sheets ● Binary Code puzzles on Pixel art ● Continued graphic arts activities on Google Sheets
● Day 22: Students will have time to explore different Pixel Art designs of classmates and continue to work on their own design projects.	9.4.2.CI.1	● Math Puzzle on Google Sheets ● Binary Code puzzles on Pixel art ● Continued graphic arts activities on Google Sheets
● Day 23: Students will have time to explore different Pixel Art designs of classmates and continue to work on their own design projects.	9.4.2.CI.1	● Math Puzzle on Google Sheets ● Binary Code puzzles on Pixel art ● Continued graphic arts activities on Google Sheets
● Day 24: Students will have time to explore different Pixel Art designs of classmates and continue to work on their own design projects.	9.4.2.CI.1	● Math Puzzle on Google Sheets ● Binary Code puzzles on Pixel art ● Continued graphic arts activities on Google Sheets
● Day 25: Students will have time to explore different Pixel Art designs of classmates and continue to work on their own design projects.	9.4.2.CI.1	● Math Puzzle on Google Sheets ● Binary Code puzzles on Pixel art ● Continued graphic arts activities on Google Sheets

Inclusive concepts
● Students are given the opportunity to explore different careers that connect with the arts and technology. They also get to demonstrate their personal interests through the arts. Lastly, they will get to explore the art of their classmates when they share their finished Pixel Art projects.

Unit Learning Goals
The main unit goal is to teach students how to use basic math skills from their math curriculum to design and play a math board game.

Core Instructional Materials	Supplemental Materials
Google Chromebook Copies of blank board game designs Examples of board games	Dice Game pieces Coloring utensils Blank paper

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Brainstorm and discuss board games.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Slideshow about boardgames • Discuss and brainstorm board games
● Day 2: Brainstorm and discuss board games.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Slideshow about boardgames • Discuss and brainstorm board games
● Day 3: Start drafting a rough draft of a board game design.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions
● Day 4: Continue drafting a rough draft of a board game design.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions

● Day 5: Continue drafting a rough draft of a board game design.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions
● Day 6: Continue drafting a rough draft of a board game design.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions
● Day 7: Continue drafting a rough draft of a board game design.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions
● Day 8: Continue drafting a rough draft of a board game design.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions
● Day 9: Continue drafting a rough draft of a board game design.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions
● Day 10: Continue drafting a rough draft of a board game design.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions
● Day 11: Students will get rough draft game board designs, directions and rules “approved” by the teacher before starting final draft.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions
● Day 12: Students will get rough draft game board designs, directions and rules “approved” by the teacher before starting final draft.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions

● Day 13: Students will get rough draft game board designs, directions and rules “approved” by the teacher before starting final draft.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions
● Day 14: Students will get rough draft game board designs, directions and rules “approved” by the teacher before starting final draft.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Brainstorm game rules and directions
● Day 15: Students begin creating a final draft of their board game designs and type their directions and rules. They will also create an answer key for any math problems used in the game.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Answer Key
● Day 16: Students continue creating a final draft of their board game designs and type their directions and rules. They will also create an answer key for any math problems used in the game.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Answer Key
● Day 17: Students continue creating a final draft of their board game designs and type their directions and rules. They will also create an answer key for any math problems used in the game.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Answer Key
● Day 18: Students continue creating a final draft of their board game designs and type their directions and rules. They will also create an answer key for any math problems used in the game.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Answer Key
● Day 19: Students continue creating a final draft of their board game designs and type their directions and rules. They will also create an answer key for any math problems used in the game.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Answer Key

● Day 20: Students continue creating a final draft of their board game designs and type their directions and rules. They will also create an answer key for any math problems used in the game.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Answer Key
● Day 21: Students continue creating a final draft of their board game designs and type their directions and rules. They will also create an answer key for any math problems used in the game.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Answer Key
● Day 22: Students continue creating a final draft of their board game designs and type their directions and rules. They will also create an answer key for any math problems used in the game.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Answer Key
● Day 23: Students make final edits and design alterations to their board games, directions, and rules.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Final editing
● Day 24: Students make final edits and design alterations to their board games, directions, and rules.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Final editing
● Day 25: Students make final edits and design alterations to their board games, directions, and rules.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Final editing
● Day 26: Students make final edits and design alterations to their board games, directions, and rules.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions

		• Final editing
● Day 27: Students make final edits and design alterations to their board games, directions, and rules.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Hand-drawn board game designs • Type Rules • Type Directions • Final editing
● Day 23: Students begin presenting their board game designs to the class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Board Game presentations
● Day 24: Students continue presenting their board game designs to the class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Board Game presentations
● Day 25: Students continue presenting their board game designs to the class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Board Game presentations
● Day 26: Students will play the board games that they created with their class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Play Board Games
● Day 28: Students will play the board games that they created with their class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Play Board Games
● Day 29: Students will play the board games that they created with their class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Play Board Games
● Day 30: Students will play the board games that they created with their class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Play Board Games

● Day 31: Students will play the board games that they created with their class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Play Board Games
● Day 32: Students will play the board games that they created with their class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Play Board Games
● Day 33: Students will play the board games that they created with their class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Play Board Games
● Day 34: Students will play the board games that they created with their class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Play Board Games
● Day 35: Students will play the board games that they created with their class.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Play Board Games
● Day 36: Students will create positive feedback for their class about the boardgames.	9.3.12.AR-PRT.2 9.2.5.CAP.1 9.4.2.CI.1	• Play Board Games

Inclusive concepts
● One of the goal of this project is to allow students creative design freedom while incorporating the art of playing board games while learning math. Another goal is to encourage students to work together and act cooperatively while playing the board games. Students are asked to give positive feedback to each other while playing the games they have created.

Unit Learning Goals
The main unit goal is to learn how Ozobots robots work with different coding basics.

Core Instructional Materials	Supplemental Materials
• Classroom set of Ozobots • Markers, crayons, color pencils • Paper • Computer-designed code worksheets	• Ozobot activities worksheets • Graph paper • Ozobot code magnets

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Students will be introduced to the basics of Ozobots and how to use them to understand basic coding.	8.1.2.CS.1 9.3.12.AR-PRT.2	• Discussion and lesson about Ozobot components and use
● Day 2: Students will be introduced to the basics of Ozobots and how to use them to understand basic coding.	8.1.2.CS.1 9.3.12.AR-PRT.2	• Discussion about Ozobot color codes and how they work
● Day 3: Students will be introduced to the basics of Ozobots and how to use them to understand basic coding.	8.1.2.CS.1 9.3.12.AR-PRT.2	• Lesson about the basic use of Ozobots to travel along different color codes on paper

● Day 4: Students will be introduced to the basics of Ozobots and how to use them to understand basic coding.	8.1.2.CS.1 9.3.12.AR-PRT.2	• Lesson about the basic use of Ozobots to travel along different color codes on paper
● Day 5: Students will be introduced to the basics of Ozobots and how to use them to understand basic coding.	8.1.2.CS.1 9.3.12.AR-PRT.2	• Lesson about the basic use of Ozobots to travel along different color codes on paper
● Day 6: Students will be introduced to the basics of Ozobots and how to use them to understand basic coding.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2	• Color coding lesson and design activity to have Ozobots travel at different speeds.
● Day 7: Students will begin to use the basic color codes of Ozobot coding to draft a path for the Ozobot to travel along.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2	• Color coding lesson and design activity to have Ozobots travel at different speeds.
● Day 8: Students will begin to use the basic color codes of Ozobot coding to draft a path for the Ozobot to travel along.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2	• Color coding lesson and design activity to have Ozobots travel in different directions.
● Day 9: Students will begin to use the basic color codes of Ozobot coding to draft a path for the Ozobot to travel along.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2	• Color coding lesson and design activity to have Ozobots travel in different directions.
● Day 10: Students will begin to use the basic color codes of Ozobot coding to draft a path for the Ozobot to travel along.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2	• Color coding lesson and design activity to have Ozobots travel with different patterns and motion.
● Day 11: Students will begin to use the basic color codes of Ozobot coding to draft a path for the Ozobot to travel along.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2	• Color coding lesson and design activity to have Ozobots travel with different patterns and motion.
● Day 12: Students will begin to design specific codes for the Ozobot to travel along	8.1.2.CS.1 9.3.12.AR-PRT.2	• Color coding lessons, designs and activities to have the Ozobots move

such as different speeds and directions.	9.4.2.IML.2	along different pathways and in different patterns.
● Day 13: Students will begin to design specific codes for the Ozobot to travel along such as different speeds and directions.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2	• Color coding lessons, designs and activities to have the Ozobots move along different pathways and in different patterns.
● Day 14: Students will begin to design specific codes for the Ozobot to travel along such as different speeds and directions.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2	• Color coding lessons, designs and activities to have the Ozobots move along different pathways and in different patterns.
● Day 15: Students will begin to design specific codes for the Ozobot to travel along such as different speeds and directions.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2	• Color coding lessons, designs and activities to have the Ozobots move along different pathways and in different patterns.
● Day 16: Students will begin to design specific codes for the Ozobot to travel along such as different speeds and directions.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2	• Color coding lessons, designs and activities to have the Ozobots move along different pathways and in different patterns.
● Day 17: Students will design storylines with codes for the Ozobots to travel along. They will include labels and designs.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will design basic storylines and coded pathways that the Ozobot can travel along.
● Day 18: Students will design storylines with codes for the Ozobots to travel along. They will include labels and designs.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will design basic storylines and coded pathways that the Ozobot can travel along.
● Day 19: Students will design storylines with codes for the Ozobots to travel along. They will include labels and designs.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will design basic storylines and coded pathways that the Ozobot can travel along.
● Day 20: Students will design storylines with	8.1.2.CS.1	• Students will design basic storylines

codes for the Ozobots to travel along. They will include labels and designs.	9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	and coded pathways that the Ozobot can travel along.
● Day 21: Students will design storylines with codes for the Ozobots to travel along. They will include labels and designs.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will design basic storylines and coded pathways that the Ozobot can travel along.
● Day 22: Students will design storylines with codes for the Ozobots to travel along. They will include labels and designs.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will design basic storylines and coded pathways that the Ozobot can travel along.
● Day 23: Students will design storylines with codes for the Ozobots to travel along. They will include labels and designs.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will design basic storylines and coded pathways that the Ozobot can travel along.
● Day 24: Students will have the time to design color codes for their Ozobot to travel through mazes, math puzzles, and storylines.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will have time to design different pathways and designs for the Ozobots. • Students will share their designs with classmates.
Day 25: Students will have the time to design color codes for their Ozobot to travel through mazes, math puzzles, and storylines.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will have time to design different pathways and designs for the Ozobots. • Students will share their designs with classmates.
Day 26: Students will have the time to design color codes for their Ozobot to travel through mazes, math puzzles, and storylines.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will have time to design different pathways and designs for the Ozobots. • Students will share their designs with classmates.
Day 27: Students will have the time to design	8.1.5.IC.1	• Students will have time to design

color codes for their Ozobot to travel through mazes, math puzzles, and storylines.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	different pathways and designs for the Ozobots. • Students will share their designs with classmates.
Day 28: Students will have the time to design color codes for their Ozobot to travel through mazes, math puzzles, and storylines.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will have time to design different pathways and designs for the Ozobots. • Students will share their designs with classmates.
Day 29: Students will have the time to design color codes for their Ozobot to travel through mazes, math puzzles, and storylines.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will have time to design different pathways and designs for the Ozobots. • Students will share their designs with classmates.
Day 30: Students will have the time to design color codes for their Ozobot to travel through mazes, math puzzles, and storylines.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will have time to design different pathways and designs for the Ozobots. • Students will share their designs with classmates.
Day 31: Students will have the time to design color codes for their Ozobot to travel through mazes, math puzzles, and storylines.	8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2 **W.IW.1.2**	• Students will have time to design different pathways and designs for the Ozobots. • Students will share their designs with classmates.
Day 32: Students will complete feedback exit forms about Ozobot lessons.	8.1.5.IC.1 8.1.2.CS.1 9.3.12.AR-PRT.2 9.4.2.IML.2	• Students will complete feedback forms about the Ozobot lessons.

Inclusive concepts
● Students are encouraged to make connections between visual arts and technology through creative designs. Students are also encouraged to think creatively when designing storylines for the Ozobots to travel through. Lastly, students work cooperatively when they share their designs and give positive feedback to classmates.

Unit Learning Goals
The main unit goal is to design, collaborate and display different engineering projects using blueprints and digital arts.

Core Instructional Materials	Supplemental Materials
● Google Chromebooks ● Graph Paper ● Google Slides	● Examples of blueprints ● Writing utensils ● Coloring utensils ● Rulers

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Students will be presented with examples of sample blueprints on Google Slides. They will practice labeling rooms in a sample “castle.”	9.4.2.CI.1 9.3.12.ED.2	● Slideshow presentation about blueprints ● Area and perimeter mini-lesson ● Label the castle activity
● Day 2: Students will begin brainstorming ideas for their dream “castle” and draw on graph paper with labels.	9.4.2.CI.1 9.3.12.ED.2	● Brainstorm castle designs ● Begin rough-draft of “dream castle”
● Day 3: Students will continue drafting a first-draft of a blueprint for their “dream castle.”	9.4.2.CI.1 9.3.12.ED.2	● Brainstorm castle designs ● Begin rough-draft of “dream castle”
● Day 4: Students will continue their first-draft and then start transferring their designs into Google Slides.	9.4.2.CI.1 9.3.12.ED.2	● Rough-draft of “dream castle” ● Begin Google Slides blueprint using shapes and labels in the Slides toolbar
● Day 5: Students will continue their first-draft and then start transferring their designs into Google Slides.	9.4.2.CI.1 9.3.12.ED.2	● Rough-draft of “dream castle” ● Begin Google Slides blueprint using shapes and labels in the Slides toolbar
● Day 6: Students will continue their first-draft	9.4.2.CI.1	● Rough-draft of “dream castle”

and then start transferring their designs into Google Slides.	9.3.12.ED.2	● Begin Google Slides blueprint using shapes and labels in the Slides toolbar
● Day 7: Students will continue their castle designs and work on labeling their different castle floors and rooms.	9.4.2.CI.1 9.3.12.ED.2	● Add labels and images to each shape that represents a room in the “dream castle”
● Day 8: Students will continue their castle designs and work on labeling their different castle floors and rooms.	9.4.2.CI.1 9.3.12.ED.2	● Add labels and images to each shape that represents a room in the “dream castle”
● Day 9: Students will continue their castle designs and work on labeling their different castle floors and rooms.	9.4.2.CI.1 9.3.12.ED.2	● Add labels and images to each shape that represents a room in the “dream castle”
● Day 10: Students will continue their castle designs and work on labeling their different castle floors and rooms.	9.4.2.CI.1 9.3.12.ED.2	● Add labels and images to each shape that represents a room in the “dream castle”
● Day 11: Students will continue their castle designs and work on labeling their different castle floors and rooms.	9.4.2.CI.1 9.3.12.ED.2	● Add labels and images to each shape that represents a room in the “dream castle”
● Day 12: Students will continue their castle designs and work on labeling their different castle floors and rooms.	9.4.2.CI.1 9.3.12.ED.2	● Add labels and images to each shape that represents a room in the “dream castle”
● Day 13: Students will finish and present their castle designs to the class.	9.4.2.CI.1 9.3.12.ED.2	● Castle presentations
● Day 14: Students will finish and present their castle designs to the class.	9.4.2.CI.1 9.3.12.ED.2	● Castle presentations
● Day 15: Students will finish and present their castle designs to the class.	9.4.2.CI.1 9.3.12.ED.2	● Castle presentations
● Day 16: Students will write a real estate advertisement for their castle and create a reasonable price for the castle.	9.2.5.CAP.2 9.2.5.CAP.1	● Students create real estate ads and prices for their castle.
● Day 17: Students will write a real estate	9.2.5.CAP.2	● Students create real estate ads and

advertisement for their castle and create a reasonable price for the castle.	9.2.5.CAP.1	prices for their castle.
● Day 18: Students will write a real estate advertisement for their castle and create a reasonable price for the castle.	9.2.5.CAP.2 9.2.5.CAP.1	● Students create real estate ads and prices for their castle.
● Day 19: Students will write a real estate advertisement for their castle and create a reasonable price for the castle.	9.2.5.CAP.2 9.2.5.CAP.1	● Students create real estate ads and prices for their castle.
● Day 20: Students will write a real estate advertisement for their castle and create a reasonable price for the castle.	9.2.5.CAP.2: 9.2.5.CAP.1	● Students create real estate ads and prices for their castle.

Inclusive concepts
● Students will review geometric shapes, reasonable prices of real estate, home designs and blueprints as graphic design as a part of this unit. Furthermore, they will share ideas and design preferences with their class. They will exhibit understanding of different ideas and thoughts when they give positive feedback to the other students in the class who present their castles.

Unit Learning Goals
The main unit goal is to create a school store or menu with a price list and math questions. The supplemental goal of this unit is to allow students to explore different project choices from previous units.

Core Instructional Materials	Supplemental Materials
● Google Slideshow of sample store/menu ● Google Slides	● Paper ● Pencils ● Sample menus/online store prices

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Students will discuss the pros and cons of having a new CMS store/lunch menu for the students and staff. They will also discuss reasonable prices of the items to be sold.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Class discussion ● Class brainstorm of what should go into the store/menu
● Day 2: Students will continue to design their own store and/or menu for a new school store/restaurant.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu.
● Day 3: Students will continue to design their own store and/or menu for a new school store/restaurant.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu.
● Day 4: Students will continue to design their own store and/or menu for a new school store/restaurant.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu.
● Day 5: Students will continue to design their own store and/or menu for a new school store/restaurant.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu. ● 5-10 math word problems using the prices in the store/menu
● Day 6: Students will finish their designs and begin to draft 5-10 math word problems using the prices in their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu. ● 5-10 math word problems using the prices in the store/menu

● Day 7: Students will finish their designs and begin to draft 5-10 math word problems using the prices in their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu. ● 5-10 math word problems using the prices in the store/menu
● Day 8: Students will finish their designs and begin to draft 5-10 math word problems using the prices in their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu. ● 5-10 math word problems using the prices in the store/menu
● Day 9: Students will finish their designs and begin to draft 5-10 math word problems using the prices in their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu. ● 5-10 math word problems using the prices in the store/menu
● Day 10: Students will finish their designs and begin to draft 5-10 math word problems using the prices in their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu. ● 5-10 math word problems using the prices in the store/menu
● Day 11: Students will spend time making corrections and adding more detail to their slide designs representing their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu. ● 5-10 math word problems using the prices in the store/menu
● Day 12: Students will spend time making corrections and adding more detail to their slide designs representing their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu. ● 5-10 math word problems using the prices in the store/menu
● Day 13: Students will spend time making corrections and adding more detail to their slide designs representing their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu. ● 5-10 math word problems using the prices in the store/menu
● Day 14: Students will spend time making corrections and adding more detail to their slide designs representing their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu. ● 5-10 math word problems using the prices in the store/menu
● Day 15: Students will spend time making corrections and adding more detail to their	9.3.12.AR-PRT.2 9.3.12.ED.2	● Google Document and Google Slides rough draft design of store/menu.

slide designs representing their store/menu.		● 5-10 math word problems using the prices in the store/menu
● Day 16: Students will present their projects while the other students in class complete the word problems they wrote about their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2 9.4.2.CI.1	● Store/menu presentations ● Word problem practice
● Day 17: Students will present their projects while the other students in class complete the word problems they wrote about their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2 9.4.2.CI.1	● Store/menu presentations ● Word problem practice
● Day 18: Students will present their projects while the other students in class complete the word problems they wrote about their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2 9.4.2.CI.1	● Store/menu presentations ● Word problem practice
● Day 19: Students will present their projects while the other students in class complete the word problems they wrote about their store/menu. Students will present their projects while the other students in class complete the word problems they wrote about their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2 9.4.2.CI.1	● Store/menu presentations ● Word problem practice
● Day 20: Students will present their projects while the other students in class complete the word problems they wrote about their store/menu.	9.3.12.AR-PRT.2 9.3.12.ED.2 9.4.2.CI.1	● Store/menu presentations ● Word problem practice

Inclusive concepts
● Students are allowed creative design freedom during this project. They can choose how they want to present their designs to the class. Students are encouraged to give positive feedback to each other during presentations and show open-mindedness to all ideas and creativity.