Crest Memorial School Curriculum and Pacing Guide	
Grade: 5	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.
- 9.3.IT-WD.6: Design, create and publish a digital communication product based on customer needs.
- 9.3.ST.6: Demonstrate technical skills needed in a chosen STEM field.
- 9.3.ST-ET.1: Use STEM concepts and processes to solve problems involving design and/or production.
- 9.3.ST-ET.4: Apply the elements of the design process.
- 9.3.ST-SM.2: Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

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
- 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.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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.1.2: With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.** • **6.NS.B.3 With accuracy and efficiency, add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.**

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: 7-10
Unit Title: Designing and Writing directions for creative designs–Legos, Space Hotel, School	Number of days: 10-15
Unit Title: Blueprint design and creative design	Number of days: 10-15

Unit Title: App design and advertisement	Number of days: 10-15
Unit Title: Pixel Art and Coding	Number of days: 21-25
Unit Title: Animation design	Number of days: 25
Unit Title: Designing math board games	Number of days: 30-40
Unit Title: Geometric design and maps	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 while utilizing Growth Mindset mentality.

Core Instructional Materials	**Supplemental Materials**
● Chromebook ● Online benchmark assessment resource ● Google platform	● Google Classroom materials ● Creative design challenges ● Coloring utensils ● Paper

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 **W.IW.1.2**	● 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, 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 **W.IW.1.2**	● Complete review Google document activities. ● Discuss and complete several activities that encourage creativity and having a Growth Mindset.

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 **W.IW.1.2**	• Complete review Google document activities. • Discuss and complete several activities that encourage creativity and having a Growth Mindset.
Day 4: 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.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2 **W.IW.1.2**	• Complete review Google document activities. • Discuss and complete several activities that encourage creativity and having a Growth Mindset.
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.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2 9.3.12.ED.2 **W.IW.1.2**	• Complete review Google document activities. • Discuss and complete several activities that encourage creativity and having a Growth Mindset.
Day 6: Students will practice using a Growth Mindset by reading about, discussing and creating several design challenges.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2 9.3.12.ED.2	• Complete review Google document activities. • Discuss and complete several activities that encourage creativity and having a Growth Mindset.
Day 7: Students will practice using a Growth Mindset by reading about, discussing and creating several design challenges.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2 9.3.12.ED.2	• Complete review Google document activities. • Discuss and complete several activities that encourage creativity and having a Growth Mindset.
Day 8: 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	• Complete review Google document activities. • Discuss and complete several activities that encourage creativity and having a Growth Mindset.
Day 9: 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	• Complete review Google document activities. • Discuss and complete several activities

	9.3.12.ED.2	that encourage creativity and having a Growth Mindset.
Day 10: Students will complete and present their “All About Me” Growth Mindset slides.	8.1.5.DA.3 8.1.5.IC.1 9.3.12.AR-PRT.2 9.3.12.ED.2	● Complete review Google document activities. ● Discuss and complete several activities that encourage creativity and having a Growth Mindset.

Inclusive concepts
Students are encouraged and challenged in several design activities to show their Growth Mindset. They need to be open-minded and positive to themselves and their classmates during these activities.

Unit Learning Goals
Students will be able to design digital and hand-drawn blueprints and write about creative designs using STEM materials.

Core Instructional Materials	Supplemental Materials
● Chromebooks ● Legos ● Google Slides ● Google Documents	● Graph paper ● Writing utensil ● Coloring utensils ● Plastic baggies (to hold Lego designs)

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will be given a mixture of Lego pieces that they will choose 10 pieces to use for a creative design.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.3.ST-ET.1	● Choose 10 Lego pieces for the design ● Begin designing
Day 2: Using the ten-piece Lego design, students will write an explanation of how to reconstruct the Lego design.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.3.ST-ET.1	● Brainstorm the steps needed to make the Lego design. ● Begin typing on Google Documents the steps to re-build the Lego design.
Day 3: Students will finish their Lego-building directions and start sharing with classmates.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.3.ST-ET.1	● Finish typing directions and share
Day 4: Students will exchange design directions with a classmate and try to reconstruct the build by using the instructions.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.3.ST-ET.1	● Re-build a classmate's Lego design using their directions.
Day 5: Students will exchange design directions with a classmate and try to reconstruct the build by using the instructions.	9.3.12.AR-PRT.2 9.4.2.CI.1 9.3.ST-ET.1	● Re-build a classmate's Lego design using their directions.
Day 6: Students will view a Google Slide Show example of a school and hotel with unique design features. Students will brainstorm ideas of what they might like in their own school	9.4.2.IML.2 9.3.12.AR-PRT.2 9.3.ST-ET.1 9.4.2.CI.1	● Slideshow discussion ● Brainstorm school/hotel design ideas

and/or hotel designs.		
Day 7: Students will begin drafting rough draft ideas for their own school and hotel designs.	8.1.5.DA.3 9.3.ST-ET.1	• Google Documents brainstorms • Google Slides rough draft of design ideas
Day 8: Students will begin drafting rough draft ideas for their own school and hotel designs.	9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3 9.3.ST-ET.1	• Google Documents brainstorms • Google Slides rough draft of design ideas
Day 9: Students will continue working on visual and written designs of their own school and hotel designs. They must label and explain all images used in their Google Slides.	9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3 9.3.ST-ET.1	• Google Documents brainstorms • Google Slides rough draft of design ideas
Day 10: Students will continue working on visual and written designs of their own school and hotel designs. They must label and explain all images used in their Google Slides.	9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3 9.3.ST-ET.1	• Google Documents brainstorms • Google Slides rough draft of design ideas
Day 11: Students will continue working on visual and written designs of their own school and hotel designs. They must label and explain all images used in their Google Slides.	9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3 9.3.ST-ET.1	• Google Documents brainstorms • Google Slides rough draft of design ideas
Day 12: Students will finish projects and begin presenting to classmates.	9.4.8.GCA.2 9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3	• Finished Google Slides presentation • Class presentations
Day 13: Students will finish projects and begin presenting to classmates.	9.4.8.GCA.2 9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3	• Finished Google Slides presentation • Class presentations
Day 14: Students will finish projects and begin presenting to classmates.	9.4.8.GCA.2 9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3	• Finished Google Slides presentation • Class presentations
Day 15: Students will have time to give positive	9.4.8.GCA.2	• Finished Google Slides presentation

feedback and complete a Google Form Exit form for Lego design projects and School/hotel projects.	9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3	● Class presentations

Inclusive concepts
● Students are encouraged to think creatively, express themselves and share their ideas with others. They are encouraged to be positive and use a growth mindset throughout the lifecycle of these projects.

Unit Learning Goals
The main unit goal is to understand how and why apps are created so that they can design an example app for their school.

Core Instructional Materials	Supplemental Materials
● Chromebooks ● Google Slides	● Paper ● Pencils ● Coloring utensils ● Examples of apps

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will discuss and view different apps that are commonly used while also brainstorming examples of apps that can be helpful in a school setting.	9.3.12.AR-PRT.2 8.1.5.DA.3 8.1.5.IC.1 9.3.ST-ET.1	● Lesson and discussion about commonly-used apps ● Brainstorm ideas for a CMS app
Day 2: Students will use brainstormed ideas to create a rough draft of an app that can help the students, staff, and/or parents/guardians of CMS.	9.3.12.AR-PRT.2 8.1.5.DA.3 8.1.5.IC.1 9.3.ST-ET.1	● Rough draft drawings and Google Document brainstorm of App designs for CMS
Day 3: Students will use brainstormed ideas to create a rough draft of an app that can help the students, staff, and/or parents/guardians of CMS.	9.3.12.AR-PRT.2 8.1.5.DA.3 8.1.5.IC.1 9.3.ST-ET.1	● Rough draft drawings and Google Document brainstorm of App designs for CMS
Day 4: Students will use their brainstormed ideas and drawings to design a digital advertisement for their school app.	9.3.12.AR-PRT.2 8.1.5.DA.3 8.1.5.IC.1 9.3.ST-ET.1	● Digital advertisement explaining CMS app
Day 5: Students will use their brainstormed	9.3.12.AR-PRT.2	● Digital advertisement explaining CMS app

ideas and drawings to design a digital advertisement for their school app.	8.1.5.DA.3 8.1.5.IC.1 9.3.ST-ET.1	
Day 6: Students will use their brainstormed ideas and drawings to design a digital advertisement for their school app.	9.3.12.AR-PRT.2 8.1.5.DA.3 8.1.5.IC.1 9.3.ST-ET.1	• Digital advertisement explaining CMS app
Day 7: Students will begin presenting these apps to the class.	9.4.8.GCA.2 9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3	• Finish designs • Present to class
Day 8: Students will begin presenting these apps to the class.	9.4.8.GCA.2 9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3	• Finish designs • Present to class
Day 9: Students will begin presenting these apps to the class.	9.4.8.GCA.2 9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3	• Finish designs • Present to class
Day 10: Students will begin presenting these apps to the class.	9.4.8.GCA.2 9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3	• Finish designs • Present to class
Day 11: Students will complete presentations and discuss how technology is used in their everyday lives.	9.4.8.GCA.2 9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3	• Finish designs • Present to class
Day 12: Students will complete presentations and discuss how technology is used in their everyday lives.	9.4.8.GCA.2 9.3.12.AR-PRT.2 9.4.2.CI.1 8.1.5.DA.3	• Finish designs • Present to class

Inclusive concepts
● Students will use what they know about the culture and needs of the school population to guide them as they create app designs. Students will be using a growth mindset and remain open to creative ideas as they create their own designs and while they listen to presentations by their classmates.

Unit Learning Goals
The main unit goal is to understand the connection between basic coding and graphic arts used in Pixel Art and experience coding in action while using Ozobots.

Core Instructional Materials	Supplemental Materials
● Chromebooks ● Google Slides ● Ozobots (class set)	● Graph paper ● Printer paper ● Pixel art images found online ● Coloring utensils (markers, color pencils, crayons) ● Ozobot pre-made maps

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will review and discuss how coding related to Pixel Art through several examples on a Google Slide Presentation.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	● Discussion about coding ● Discussion and lesson on the basics of Pixel Art coding
Day 2: Students will have a quick review of how to create a basic Pixel Art design using graph paper and then have time to create their own designs.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	● Discussion and lesson on the basics of Pixel Art coding ● Pixel art designs using graph paper
Day 3: Students will learn and review how to use the “conditional formatting” tool on Google Slides to create a basic numerical color coding system to create Pixel Art designs.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	● Conditional Formatting on Google Slides lesson ● Continue creating hand-drawn Pixel Art examples.
Day 4: Students will combine what they learned about Pixel art on graph paper with what they learned about the “conditional formatting” tool on Google slides to create digital art.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	● Conditional formatting Pixel Art ● Graph paper pixel artwork

Day 5: Students will combine what they learned about Pixel art on graph paper with what they learned about the “conditional formatting” tool on Google slides to create digital art.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	• Conditional formatting Pixel Art • Graph paper pixel artwork
Day 6: Students will combine what they learned about Pixel art on graph paper with what they learned about the “conditional formatting” tool on Google slides to create digital art.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	• Conditional formatting Pixel Art • Graph paper pixel artwork
Day 7: Students will combine what they learned about Pixel art on graph paper with what they learned about the “conditional formatting” tool on Google slides to create digital art.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	• Conditional formatting Pixel Art • Graph paper pixel artwork
Day 8: Students will combine what they learned about Pixel art on graph paper with what they learned about the “conditional formatting” tool on Google slides to create digital art.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	• Conditional formatting Pixel Art • Graph paper pixel artwork
Day 9: Students will combine what they learned about Pixel art on graph paper with what they learned about the “conditional formatting” tool on Google slides to create digital art.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	• Conditional formatting Pixel Art • Graph paper pixel artwork
Day 10: Students will combine what they learned about Pixel art on graph paper with what they learned about the “conditional formatting” tool on Google slides to create digital art.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	• Conditional formatting Pixel Art • Graph paper pixel artwork
Day 11: Students will combine what they learned about Pixel art on graph paper with what they learned about the “conditional formatting” tool on Google slides to create digital art.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	• Conditional formatting Pixel Art • Graph paper pixel artwork

Day 12: Students will combine what they learned about Pixel art on graph paper with what they learned about the “conditional formatting” tool on Google slides to create digital art.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	● Conditional formatting Pixel Art ● Graph paper pixel artwork
Day 13: Students will combine what they learned about Pixel art on graph paper with what they learned about the “conditional formatting” tool on Google slides to create digital art.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	● Conditional formatting Pixel Art ● Graph paper pixel artwork
Day 14: Students will have time to print and share their designs with classmates.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	● Conditional formatting Pixel Art ● Graph paper pixel artwork
Day 15: Students will have time to print and share their designs with classmates.	9.4.8.CI.4: 8.1.5.IC.1 9.3.ST.6: 9.3.ST-ET.1	● Conditional formatting Pixel Art ● Graph paper pixel artwork
Day 16: Students will review how Ozobots work and how they use color-codes to function by using several example coded maps.	9.3.ST-ET.1	● Review lesson on how Ozobots work ● Ozobot color-coding practice activities
Day 17: Students will continue to review how Ozobots work and how they use color-codes to function by using several example coded maps.	9.3.ST-ET.1	● Review lesson on how Ozobots work ● Ozobot color-coding practice activities
Day 18: Students will continue to review how Ozobots work and how they use color-codes to function by using several example coded maps.	9.3.ST-ET.1	● Review lesson on how Ozobots work ● Ozobot color-coding practice activities
Day 19: Students will create their own color-coded maps for the Ozobot to follow and test the accuracy of the code.	9.3.ST-ET.1	● Ozobot color-coding practice activities ● Students create and test Ozobot color-coded maps
Day 20: Students will create their own color-coded maps for the Ozobot to follow and	9.3.ST-ET.1	● Ozobot color-coding practice activities ● Students create and test Ozobot

test the accuracy of the code.		color-coded maps
Day 21: Students will share their color-coded maps with classmates to.	9.4.8.GCA.2	● Ozobot color-coding practice activities ● Students create and test Ozobot color-coded maps

Inclusive concepts
● Students will be allowed creative freedom to explore the arts used in Pixel Art. They will also be allowed time to share their ideas with others and encouraged to give positive feedback while using a growth mindset.

Unit Learning Goals
The main unit goal is to learn how basic animation works and how to create a scientific lesson using animations.

Core Instructional Materials	Supplemental Materials
● Chromebooks ● Google Slides	● Animation design examples ● Paper ● Pencils ● Coloring utensils

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will be introduced to a brief history of animation in movies and then discuss how a basic animation can be created using Google Slides.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3	● Animation lesson ● Google slides lesson
Day 2: Students will review how to use Google Slides to create a basic animation lesson on a natural phenomenon such as the Water Cycle.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3	● Animation lesson ● Google Slides lesson ● Google Slides animation practice
Day 3: Students will take time to create animation slides on the topic of the Water Cycle. They much include the changes of the seasons and the precipitation that occurs in each stage.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3	● Animation lesson ● Google Slides lesson ● Google Slides animation practice
Day 4: Students will take time to create animation slides on the topic of the Water Cycle. They much include the changes of the seasons and the precipitation that occurs in each stage.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	● Animation lesson ● Google Slides lesson ● Google Slides animation practice
Day 5: Students will take time to create animation slides on the topic of the Water Cycle. They much include the changes of the	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	● Animation lesson ● Google Slides lesson ● Google Slides animation practice

seasons and the precipitation that occurs in each stage.		
Day 6: Students will take time to create animation slides on the topic of the Water Cycle. They much include the changes of the seasons and the precipitation that occurs in each stage.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Animation lesson • Google Slides lesson • Google Slides animation practice
Day 7: Students will take time to create animation slides on the topic of the Water Cycle. They much include the changes of the seasons and the precipitation that occurs in each stage.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Animation lesson • Google Slides lesson • Google Slides animation practice
Day 8: Students will take time to create animation slides on the topic of the Water Cycle. They much include the changes of the seasons and the precipitation that occurs in each stage.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Animation lesson • Google Slides lesson • Google Slides animation practice
Day 9: Students will take time to create animation slides on the topic of the Water Cycle. They much include the changes of the seasons and the precipitation that occurs in each stage.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Animation lesson • Google Slides lesson • Google Slides animation practice
Day 10: Students will take time to create animation slides on the topic of the Water Cycle. They much include the changes of the seasons and the precipitation that occurs in each stage.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Animation lesson • Google Slides lesson • Google Slides animation practice
Day 11: Students will add notes and labels to their animation slides and add details to the animations to make sure they move smoothly through the transitions.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Animation lesson • Google Slides lesson • Google Slides animation practice

Day 12: Students will add notes and labels to their animation slides and add details to the animations to make sure they move smoothly through the transitions.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Animation lesson • Google Slides lesson • Google Slides animation practice
Day 13: Students will add notes and labels to their animation slides and add details to the animations to make sure they move smoothly through the transitions.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Animation lesson • Google Slides lesson • Google Slides animation practice
Day 14: Students will present animations to the class.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Animation presentations on the Water Cycle
Day 15: Students will present animations to the class.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Animation presentations on the Water Cycle
Day 16: Students will choose from several teacher-led examples of animation topics and begin creating their animation designs on Google Slides.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Google Slides animation practice
Day 17: Students will choose from several teacher-led examples of animation topics and begin creating their animation designs on Google Slides.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Google Slides animation practice
Day 18: Students will choose from several teacher-led examples of animation topics and begin creating their animation designs on Google Slides.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Google Slides animation practice
Day 19: Students will choose from several teacher-led examples of animation topics and begin creating their animation designs on Google Slides.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	• Google Slides animation practice
Day 20: Students will choose from several	9.4.2.IML.2	• Google Slides animation practice

teacher-led examples of animation topics and begin creating their animation designs on Google Slides.	9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	
Day 21: Students will choose from several teacher-led examples of animation topics and begin creating their animation designs on Google Slides.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	● Google Slides animation practice
Day 22: Students will choose from several teacher-led examples of animation topics and begin creating their animation designs on Google Slides.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3 9.3.ST-SM.2	● Google Slides animation practice
Day 23: Students will present animations to the class.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3	● Animation presentations on the Water Cycle
Day 24: Students will present animations to the class.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3	● Animation presentations on the Water Cycle
Day 25: Students will present animations to the class.	9.4.2.IML.2 9.3.IT-WD.6 8.1.5.DA.3	● Animation presentations on the Water Cycle

Inclusive concepts
● Students are encouraged to think creatively when designing their animations. They are also encouraged to share ideas with their classmates and offer positive feedback. Using a Growth Mindset during this lesson makes the process more enjoyable for students, too.

Unit Learning Goals
The main unit goal is to review math facts through the designing of Math Board Games.

Core Instructional Materials	Supplemental Materials
• Chromebooks • Blank math board game templates	• Coloring and drawing utensils • Game pieces • Dice • Index cards

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	9.3.12.AR-PRT.2	• Hand-drawn board game designs

board game design.	9.2.5.CAP.1 9.4.2.CI.1	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• Hand-drawn board game designs • Type Rules • Type Directions • Answer Key
● Day 20: Students continue creating a final	9.3.12.AR-PRT.2	• Hand-drawn board game designs

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.	9.2.5.CAP.1 9.4.2.CI.1 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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

	6.NS.B.3	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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	• Play Board Games

	9.4.2.CI.1 **6.NS.B.3**	
● 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• 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 **6.NS.B.3**	• Play Board Games
● Day 36: Students will create positive feedback	9.3.12.AR-PRT.2	• Play Board Games

for their class about the boardgames.	9.2.5.CAP.1 9.4.2.CI.1 **6.NS.B.3**	

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 help students connect what they know and learned about geometric shapes, maps and Google Slides to design their own digital maps of a town they create.

Core Instructional Materials	Supplemental Materials
● Chromebooks ● Google Slides	● Graph paper ● Blank paper ● Coloring and drawing utensils

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will review how to use the	9.3.ST-ET.4	● Geometry tool review

shapes tool in Google Slides as they look at examples of “Geometry Maps” on a teacher-led lesson.	9.3.12.AR-PRT.2 9.4.5.TL.3	• Brainstorm about town map designs
Day 2: Students will begin designing a rough-draft of a map using Google Slides.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google Slides
Day 3: Students will continue to design and label a town map using Google Slides and the shapes tool.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google
Day 4: Students will continue to design and label a town map using Google Slides and the shapes tool.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google
Day 5: Students will continue to design and label a town map using Google Slides and the shapes tool.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google
Day 6: Students will finish their map designs and begin to draft 5-10 questions about their maps to present to the class.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google • 5-10 questions about map design
Day 7: Students will present maps and questions to the class while the class answers the questions by using the map as a key.	9.3.12.ED.2 9.4.2.CI.1	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 8: Students will present maps and questions to the class while the class answers the questions by using the map as a key.	9.3.12.ED.2 9.4.2.CI.1	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 9: Students will present maps and questions to the class while the class answers the questions by using the map as a key.	9.3.12.ED.2 9.4.2.CI.1	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 10: Students will choose to make a geometric shape Google Slide “Fraction Town” or a house with different geometric features.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google • 5-10 questions about map design • Presentations

Day 11: Students will choose to make a geometric shape Google Slide “Fraction Town” or a house with different geometric features.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 12: Students will choose to make a geometric shape Google Slide “Fraction Town” or a house with different geometric features.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 13: Students will choose to make a geometric shape Google Slide “Fraction Town” or a house with different geometric features.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 14: Students will choose to make a geometric shape Google Slide “Fraction Town” or a house with different geometric features.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 15: Students will choose to make a geometric shape Google Slide “Fraction Town” or a house with different geometric features.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 16: Students will choose to make a geometric shape Google Slide “Fraction Town” or a house with different geometric features.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 17: Students will choose to make a geometric shape Google Slide “Fraction Town” or a house with different geometric features.	9.3.ST-ET.4 9.3.12.AR-PRT.2 9.4.5.TL.3	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 18: Students will present maps and questions to the class while the class answers the questions by using the map as a key.	9.3.12.ED.2 9.4.2.CI.1	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 19: Students will present maps and questions to the class while the class answers the questions by using the map as a key.	9.3.12.ED.2 9.4.2.CI.1	• Geometry map design on Google • 5-10 questions about map design • Presentations
Day 20: Students will present maps and questions to the class while the class answers the questions by using the map as a key.	9.3.12.ED.2 9.4.2.CI.1	• Geometry map design on Google • 5-10 questions about map design • Presentations

Inclusive concepts
● Students have freedom to express their interests and ideas through the design of their town map. They get to choose what stores, restaurants and features they want in their town. They also get to share these ideas with classmates. They are all encouraged to use a growth mindset through the design process and be open to how their classmates want to express their ideas.