Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: Gifted and Talented, Grade Kindergarten

Department: Gifted and Talented

Board Approval	Supervisor	Notes
August 2009	Jessica Shaw	Update Standards
August 2013	Christine Picerno	Update Standards
December 2017	Christine Picerno	Update Standards
August 2021	Rich Steckhahn	Revisions

DEPARTMENT Gifted & Talented COURSE Kindergarten

Township of Ocean Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 3
1	n/a	21	Student Interest Projects
2	n/a	22	Student Interest Projects
3	n/a	23	Student Interest Projects
4	n/a	24	Student Interest Projects
5	n/a	25	Student Interest Projects
6	n/a	26	Student Interest Projects
7	n/a	27	ELA Project
8	n/a	28	ELA Project
9	n/a	29	ELA Project
10	n/a	30	ELA Project
Week	Marking Period 2	**Week**	Marking Period 4
11	n/a	31	ELA Project
12	n/a	32	ELA Project
13	n/a	33	ELA Project
14	n/a	34	ELA Project
15	n/a	35	STEAM Hands-on Lego Challenges
16	n/a	36	STEAM Hands-on Lego Challenges
17	n/a	37	STEAM Hands-on Lego Challenges
18	n/a	38	STEAM Hands-on Lego Challenges
19	Student Interest Projects	39	STEAM Hands-on Lego Challenges
20	Student Interest Projects	40	STEAM Hands-on Lego Challenges

Home of the Spartans!
#spartanlegacy

DEPARTMENT Gifted & Talented COURSE Kindergarten

Core Instructional & Supplemental Materials including various levels of Texts
STEAM supplies, mentor texts, Legos / Lego kits

Time Frame	January - February

Topic
Student-interest project

Alignment to Standards
CS.K-2.8.1.2.DA.3 - Identify and describe patterns in data visualizations. **CS.K-2.8.1.2.DA.4** - Make predictions based on data using charts or graphs. **SCI.K-PS2-1** - Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. **SCI.K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. **SCI.K-2.ETS1.B** - Developing Possible Solutions **SCI.K-2.ETS1.A** - Defining and Delimiting Engineering Problems

Learning Objectives and Activities
Students will understand that… • Successful projects follow a guided list of steps. • Thinking takes time. • Listening is an active process. • Responding and asking appropriate questions is a skill. • Problem solving often produces multiple solutions. ***Activities…*** • Paper-chain stem challenge • 100 CupTower Challenge • Paper Eiffel Tower • Secret message with invisible ink • Paper bridge • Best bubbles • Building block tower • Tie dying eggs • Zentangles • Stained glass windows • Tandem drawing • Paper airplanes

Assessments

Formative:
- Teacher observation (anecdotal notes)
- Oral responses

Summative:
- "I now know" journal

Interdisciplinary Connections

NJSLS: Computer Science and Design Thinking
- 8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	March - April

Topic

ELA Project

Alignment to Standards

LA.RL.K.2 - With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LA.W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.W.K.5 - With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

Learning Objectives and Activities

Students will understand that…

- Successful projects follow a guided list of steps.
- Thinking takes time.
- Listening is an active process.
- Responding and asking appropriate questions is a skill.
- The Writing Process involves a series of steps to be followed sequentially.

Activities…

- Fairy Tale endings
  - Students will listen to various readings of fairy tales
  - Students will work in partnerships to create a main character for their own “fairy tale” and draw the character
  - Students will be given a “problem” for their character
  - Student pairs will brainstorm solutions for their character to solve the problem
  - Students will draw pictures depicting how problem is solved
  - Students will narrate while being recorded with illustrations

Assessments

Formative:

- Self assessment
- Individual critique
- Peer conferences
- Teacher/student conferences.

Summative:

- Writing rubric
- “I now know” journal

Interdisciplinary Connections

DEPARTMENT Gifted & Talented COURSE Kindergarten

Career Readiness, Life Literacies, and Key Skills

Technology Integration
• 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

Career Education
• CRP4. Communicate clearly and effectively and with reason. • CRP6. Demonstrate creativity and innovation.

Time Frame	May - June

Topic
STEAM Hands-on Lego Challenges

Alignment to Standards
VA.K-2.1.5.2.Cr1a - [*Performance Expectation*] - Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. **CS.K-2.8.1.2.AP.4** - [*Performance Expectation*] - Break down a task into a sequence of steps. **CS.K-2.8.2.2.ED.2** - [*Performance Expectation*] - Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. **CS.K-2.8.2.2.ED.4** - [*Performance Expectation*] - Identify constraints and their role in the engineering design process. **SCI.K-2-ETS1-1** - [*Performance Expectation*] - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Learning Objectives and Activities
Students will understand that... • There are specific steps in the engineering design process; identify the need or problem, research the problem, develop possible solutions, select the best possible design, select the best possible solution(s), construct a prototype, test and evaluate, communicate the solution(s), and redesign. • Construction of the Lego challenge card will take creative thinking and construct knowledge.

Activities…

- Lego Robots
- Printable Lego Challenges

Assessments

Formative:

- Self assessment
- Individual critique
- Teacher/student conferences.

Summative:

- Rubric
- "I now know" journal

Interdisciplinary Connections

NJSLS: Computer Science and Design Thinking

- 8.1.2.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Career Education

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson

- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns