

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: Gifted and Talented, Grade 4

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



Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	ABC Geography Tour of USA	21	Folktales
2	ABC Geography Tour of USA	22	Folktales
3	ABC Geography Tour of USA	23	Folktales
4	ABC Geography Tour of USA	24	Folktales
5	ABC Geography Tour of USA	25	Folktales
6	ABC Geography Tour of USA	26	Folktales
7	ABC Geography Tour of USA	27	Folktales
8	ABC Geography Tour of USA	28	Folktales
9	ABC Geography Tour of USA	29	Folktales
10	ABC Geography Tour of USA	30	Folktales
Week	Marking Period 2	Week	Marking Period 4
11	Internet Cruises	31	Engineering/Bridge Building
12	Internet Cruises	32	Engineering/Bridge Building
13	Internet Cruises	33	Engineering/Bridge Building
14	Internet Cruises	34	Engineering/Bridge Building
15	Internet Cruises	35	Engineering/Bridge Building
16	Internet Cruises	36	Engineering/Bridge Building
17	Internet Cruises	37	Engineering/Bridge Building
18	Internet Cruises	38	Engineering/Bridge Building
19	Internet Cruises	39	Engineering/Bridge Building
20	Internet Cruises	40	Engineering/Bridge Building



Core Instructional & Supplemental Materials including various levels of Texts

Consumable STEAM Materials, Mentor Texts

Time Frame

1st Quarter

Topic

ABC Geography Tour of USA

(Math, Geography, Problem Solving, Money, Team Work)

Alignment to Standards

SOC.6.1.4.B.CS1 - Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth

SOC.6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

TECH.8.1.5.F.CS1 - Identify and define authentic problems and significant questions for investigation

TECH.8.1.5.F.CS2 - Plan and manage activities to develop a solution or complete a project

TECH.8.1.5.F.CS3 - Collect and analyze data to identify solutions and/or make informed decisions

TECH.8.1.5.F.CS4 - Use multiple processes and diverse perspectives to explore alternative solutions

TECH.8.1.5.F.1 - Apply digital tools to collect, organize, and analyze data that support a scientific finding.

TECH.8.1.5.E.CS3 - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

MA.4.4.NBT.B.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm

Learning Objectives and Activities

Students will understand that...

- Discussion of vacations/trips people have taken in the past and the means in which they traveled there is fuel for brainstorming.
- A good deal of planning and decision making goes into a trip.
- Parameters/directions are of utmost importance when planning a trip.
- Decision on where they will 'stay the night' is based on interest and budget.
- Choices in lodging are important for timing, planning and budgetary purposes.

Activities...

- Students will plan a trip that must navigate from Augusta, ME to Zion National Park, UT using the least amount of gas.
- Students will try and navigate through the states using the least amount of miles.
- Students will need to budget effectively for food, lodging and gas consumption.



Assessments

Formative:

- Peer assessment-peer critique
- Self-assessment-individual critique
- Interviews, oral presentations (oral responses)
- Teacher observation (anecdotal notes)
- Oral responses
- Conference Student/Teacher

Summative:

- A-Z total mileage sheet
- Family Menu and Cost
- Rubrics (including criteria for content, processing skills, and collaborative effort.)

Interdisciplinary Connections

NJSLS: Computer Science and Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Technology Integration

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Career Education

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame

2nd Quarter



Topic
Internet Cruises (Computer literacy, Creative writing, Independent work)
Alignment to Standards
TECH.8.1.5.F.1 - Apply digital tools to collect, organize, and analyze data that support a scientific finding. TECH.8.1.5.E.CS3 - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. TECH.8.1.5.F.CS1 - Identify and define authentic problems and significant questions for investigation TECH.8.1.5.F.CS2 - Plan and manage activities to develop a solution or complete a project TECH.8.1.5.F.CS3 - Collect and analyze data to identify solutions and/or make informed decisions. TECH.8.1.5.F.CS4 - Use multiple processes and diverse perspectives to explore alternative solutions SOC.6.1.4.B - Geography, People, and the Environment SOC.6.1.4.D - History, Culture, and Perspectives LA.4.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally) LA.4.SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. LA.4.SL.4.1.A - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. LA.4.W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. LA.4.W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. LA.4.W.4.3 - Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. LA.4.W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience LA.4.W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision
Learning Objectives and Activities
<i>Students will understand that...</i> • Research is needed to ascertain a country's culture, geography, history and natural environment. • Checklists, charts, graphic organizers, and graphs are helpful tools for research. • Technology is helpful when producing written work. • Performance tasks are real life demonstrations of skill/understanding. • Working in cooperative groups in a life skill.



Activities...

- Students will use multiple sources for research on a country of their choice.
- Students will collect information on culture, geography, history and natural environment using multiple graphic organizers.
- Students will create a travel brochure using all of the collected information.
- Students will create a poster to advertise the country of their choosing highlighting the information they gathered.

Assessments**Formative:**

- Interviews, oral presentations (oral responses)
- Teacher observation (anecdotal notes)
- Peer conferencing
- Teacher conferencing
- Final Poster
- Conference Student/Teacher

Summative:

- Travel brochure and poster of country of choice

Interdisciplinary Connections**Career Readiness, Life Literacies, and Key Skills****Technology Integration**

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Career Education

- CRP4. Communicate clearly and effectively and with reason.



Time Frame	3rd Quarter
Topic	
Folktales (Creative Writing, Public Speaking, Independent work)	
Alignment to Standards	
TECH.8.1.5.E.CS3 -Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. TECH.8.1.5.F.CS4 - Use multiple processes and diverse perspectives to explore alternative solutions SOC.6.1.4.D - History, Culture, and Perspectives LA.4.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally) LA.4.SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. LA.4.SL.4.1.A - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	
Learning Objectives and Activities	
<i>Students will understand that...</i> • A writer selects a form of writing based on audience and purpose. • Questioning and contributing helps speakers convey their message, explore issues and clarify their thinking. • Listening carefully aids understanding. • Writing is a process. • Fables, folktales and myths have distinctive characteristics. • Character's have motivations that impact the text. <i>Activities...</i> • Students will write a folktale, fable or myth to teach a moral or lesson. • The writing will have a problem, solution and lesson at the end. • The students will outline their writing using a graphic organizer. • The students will complete the steps of the writing process to produce a final written piece to present to the class.	
Assessments	
<u>Formative:</u> • Checklists	



- Charts
- Graphic organizers
- Graphs

Summative:

- Writing rubric for scoring a folktale

Interdisciplinary Connections**Career Readiness, Life Literacies, and Key Skills****Technology Integration**

- 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.

Career Education

- CRP4. Communicate clearly and effectively and with reason.

Time Frame	4th Grade	
Topic		
Engineering/Bridge Building (Math, Science, Team Work)		
Alignment to Standards		
3-5-ETS1-1 - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-2.6 - Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. 3-5-ETS1-3.3 - Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.		
Learning Objectives and Activities		



<i>Students will understand that...</i> • Working collaboratively is a life skill. • Following the steps in the engineering process lead to a successful build. • Parameters are given and must be adhered to. Activities... • Students will work collaboratively to create a popsicle stick truss bridge within a given list of parameters. • Students will ensure the structure can hold a specific load • Students will consistently refer to the rubrics given. • Students will redesign when needed, as many builds are not successful the first time.	
Assessments	
<u>Formative:</u> • Self-assessment-individual critique • Teacher observation (anecdotal notes) • Conference Student/Teacher • Pass the structural test <u>Summative:</u> • Bridge building rubric • Rubrics (including criteria for content, processing skills, and collaborative effort.)	
Interdisciplinary Connections	
Career Readiness, Life Literacies, and Key Skills	
• 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.	
Technology Integration	
• 9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).	
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

