

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: Gifted and Talented, Grade 5

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	Puzzling Pentominoes & More	21	Junk BOX Wars
2	Puzzling Pentominoes & More	22	Junk BOX Wars
3	Puzzling Pentominoes & More	23	Junk BOX Wars
4	Puzzling Pentominoes & More	24	Junk BOX Wars
5	Puzzling Pentominoes & More	25	Junk BOX Wars
6	Puzzling Pentominoes & More	26	Junk BOX Wars
7	Puzzling Pentominoes & More	27	Junk BOX Wars
8	Puzzling Pentominoes & More	28	Junk BOX Wars
9	Puzzling Pentominoes & More	29	Junk BOX Wars
10	Puzzling Pentominoes & More	30	Junk BOX Wars
Week	Marking Period 2	Week	Marking Period 4
11	Investigative ART	31	Magic BOOK
12	Investigative ART	32	Magic BOOK
13	Investigative ART	33	Magic BOOK
14	Investigative ART	34	Magic BOOK
15	Investigative ART	35	Magic BOOK
16	Investigative ART	36	Magic BOOK
17	Investigative ART	37	Magic BOOK
18	Investigative ART	38	Magic BOOK
19	Investigative ART	39	Magic BOOK
20	Investigative ART	40	Magic BOOK



Core Instructional & Supplemental Materials including various levels of Texts

Pentonimoes / Logic Puzzles, Consumable STEAM Materials

Time Frame

Marking Period 1

Topic

Puzzling Pentominoes & More

Alignment to Standards

TECH.8.1.5.C.CS1- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media

TECH.8.1.5.C.CS2- Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.5.A.4- Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

TECH.8.2.5.D.3- Follow step by step directions to assemble a product or solve a problem.

TECH.8.2.5.D.1- Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered

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

TECH.8.1.5.D.CS3- Develop cultural understanding and global awareness by engaging with learners of other cultures.

TECH.8.2.5.B.2- Examine systems used for recycling and recommend simplification of the systems and share with product developers.

MA.5.5.2- Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

LA.5.RI.5.1- Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.5.W.5.4- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Learning Objectives and Activities

Students will understand that...

- Knowledge and inquisitiveness is needed to discuss the understanding of



ideas.

- Asking questions is a necessary part of learning.
- Referencing and researching tasks with use of various media materials.
- Interpreting facts and figures takes time and perseverance.

Activities ...

- Project- based learning;
 - MOEMS Practice Questions
 - Peer editing work
 - Participation in competition(s)
 - Problem solving to include, but not limited to Pentominoes, Logical Thinking

Assessments

Formative:

- Observational
- Self-guided goal setting

Summative:

- Rubric based (N,S,G,O)

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Career Education

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

Time Frame	Marking Period 2
Topic	
Investigative ART	



Alignment to Standards

VA.3-5.1.5.5.Cr1b- Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

VA.3-5.1.5.5.Cr2a- Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

VA.3-5.1.5.5.Pr4a- Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

VA.3-5.1.5.5.Cr2b- Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

VA.3-5.1.5.5.Cr1a- Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

VA.3-5.1.5.5.Cr2c- Organizing and developing ideas.

TECH.8.2.5.D.3- Follow step by step directions to assemble a product or solve a problem.

TECH.8.2.5.D.1- Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

TECH.8.1.5.A.2- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

TECH.8.1.5.E.CS1- Plan strategies to guide inquiry.

TECH.8.2.5.C.7- Work with peers to redesign an existing product for a different purpose.

TECH.8.2.5.D.CS1- Apply the design process.

TECH.8.1.5.E.CS2- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.5.A.3- Use a graphic organizer to organize information about problem or issue.

TECH.8.1.5.A.5- Create and use a database to answer basic questions.

TECH.8.1.5.D.1- Understand the need for and use of copyrights.

Learning Objectives and Activities***Students will understand that...***

- Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant.
- Researchers gather and critique information on a topic from a variety of sources for specific purposes.
- Art powerfully affects meaning and understanding of the world around us.
- Artists develop and refine their work/pieces for thinking, learning, communicating, and creative appearances.
- Artists use a variety of mediums that enable them to vary form and style in order to create for different purposes.
- Oral discussions increase knowledge and understanding of ideas.
- Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.

Activities...

- Reference and research tasks with use of media materials
- Peer editing of original work



• Creating written and visual art reproduction • Note-taking skills • Short term goal setting/educational risk taking • Oral presentation, creative writing, question and answer, independent study, final project presented in a slideshow or other digital format
Assessments
<u>Formative:</u> • Observational • Self-guided goal setting
<u>Summative:</u> • Rubric based (N,S,G,O)
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.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
Career Education
• CRP4. Communicate clearly and effectively and with reason. • CRP7. Employ valid and reliable research strategies.

Time Frame	Marking Period 3
Topic	
Junk BOX Wars	
Alignment to Standards	



TECH.8.2.5.D.3- Follow step by step directions to assemble a product or solve a problem.

TECH.8.2.5.D.1- Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

TECH.8.1.5.A.2- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

TECH.8.1.5.E.CS1- Plan strategies to guide inquiry.

TECH.8.2.5.C.7- Work with peers to redesign an existing product for a different purpose.

TECH.8.2.5.D.CS1- Apply the design process.

TECH.8.1.5.E.CS2- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.5.A.3- Use a graphic organizer to organize information about a problem or issue.

TECH.8.1.5.A.5- Create and use a database to answer basic questions.

TECH.8.1.5.D.1- Understand the need for and use of copyrights.,

MA.5.5.2- Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

Learning Objectives and Activities

Students will understand that...

- There are a variety of solutions to a problem.
- Learning involves taking educational risks.
- Working in cooperative groups is an important life-skill.
- Mathematics is intertwined in many everyday experiences, and is important for success in the world in which we live.
- Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting those explanations to scientific knowledge and theory, and communicating and justifying those explanations.
- The engineering process must be conducted in certain steps.
- Personal attributes, behavior, knowledge and skills promote self-awareness, personal responsibility, and self-direction.
- Effective communication skills are necessary to convey meaning and solutions to problems to others.

Activities...

- [Junk Box Wars - Samples](#)

Assessments



Formative:

- Observational
- Self-guided goal setting

Summative:

- Rubric based (N,S,G,O)

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

- 9.4.5.CI.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).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.

Time Frame	Marking Period 4
Topic	
Magic BOOK	
TECH.8.1.5.C.CS2-Communicate information and ideas to multiple audiences using a variety of media and formats. TECH.8.1.5.B.CS2-Create original works as a means of personal or group expression LA.RI.5.7- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. LA.W.5.2.A-Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to	



aiding comprehension

LA.W.5.2.D- Use precise language and domain-specific vocabulary to inform about or explain the topic

LA.RI.5.2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LA.RI.5.3- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LA.RF.5.4.A- Read grade-level text with purpose and understanding.

LA.W.5.1.A- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

LA.W.5.1.B- Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

Learning Objectives and Activities

Students will understand that...

- Proper referencing is needed for research tasks with use of media materials.
- Steps for creation of a project are needed for a successful final product.
- Rubrics are used for peer editing original work.
- Information must be read, interpreted and synthesized for purpose.
- Improved note-taking skills ease the burden of research.

Activities...

- Creation of the "Magic Book" through step-by-step instruction
- Students will review rubrics with instructor to understand all requirements allowing them to move at their own pace through the project
- Research of topic for book- to include, but not limited to...
A "new" Wonder of the World
OR
A person who shows strong, positive character traits

Formative:

- Self-assessment-individual critique
- Self-guided goal setting

Summative:

- Rubric based (N,S,G,O)

Interdisciplinary Connections



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

- 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.
- CRP7. Employ valid and reliable research strategies.

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

