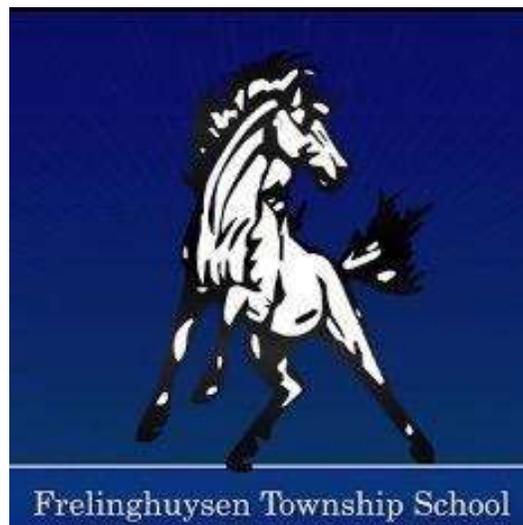


Frelinghuysen Township School District



Media Curriculum

Frelinghuysen Township School District Mission Statement

Frelinghuysen Township School District is a small and caring community. Its mission is:

- To provide all students a superior individualized education
- To create strategic partnerships with parents and the community to meet students' needs
- To provide a compassionate, safe and supportive environment
- To support innovative practices by effectively leveraging technology
- To develop confident students who will be productive, contributing members of a constantly changing global society

Curricular Overview

The Media Curriculum was created for Frelinghuysen School District using resources from past curriculum, the New Jersey Student Learning Standards and an analysis of the needs of our students.

The curriculum is based on the Understanding by Design (UbD) philosophy which emphasizes using a backwards design that uses goals to drive the learning plan. This ensures that instruction is focused and driven by specific learning outcomes. Units are organized into themes and learning goals, with pacing guides and suggested resources for teachers to use to guide daily instruction.

Frelinghuysen Township School seeks to provide our students with a well-rounded curriculum supported by best practices in education to guide our students throughout their entire educational journey. This curriculum was created with the intention of keeping with our mission of developing productive students through a superior, individualized education that effectively leverages technology in a safe and supportive school community.

Written by: Lisa Naomi

Board of Education adoption: September, 2022

Unit 1: STEAM Activity & Fairy Tale / Fiction Study / Computer Science & Design Thinking

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

English Language Arts

Language Arts

(K)

English Language Arts (2016) RL.K.1.: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

English Language Arts (2016) RL.K.2.: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

English Language Arts (2016) RL.K.3.: With prompting and support, identify characters, settings, and major events in a story.

English Language Arts (2016) RL.K.4.: With prompting and support, ask and answer questions about unknown words in a text.

English Language Arts (2016) RL.K.5.: Recognize common types of texts (e.g., storybooks, poems).

English Language Arts (2016) RL.K.6.: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

English Language Arts (2016) RL.K.7.: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

English Language Arts (2016) RL.K.9.: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

English Language Arts (2016) RL.K.10.: Actively engage in group reading activities with purpose and understanding.

English Language Arts (2016) RF.K.1.: Demonstrate understanding of the organization and basic features of print.

English Language Arts (2016) RF.K.2.: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Computer Science and Design Engineering

8.2 Design Thinking

By the end of grade 2...

Engineering Design

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. **8.2.2.ED.3:** Select and use appropriate tools and materials to build a product using the design process.

Interaction of Technology and Humans

8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. **8.2.2.ITH.2:** Explain the purpose of a product and its value.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. **8.2.2.ITH.5:** Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Nature of Technology

8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.

8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Effects of Technology

English Language Arts (2016) RF.K.3.: Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

English Language Arts (2016) RF.K.4.: Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

English Language Arts (2016) SL.K.1.: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

1st

English Language Arts (2016) RL.1.1.: Ask and answer questions about key details in a text.

English Language Arts (2016) RL.1.2.: Retell stories, including key details, and demonstrate an understanding of their central message or lesson.

English Language Arts (2016) RL.1.3.: Describe characters, settings, and major event(s) in a story, using key details.

English Language Arts (2016) RL.1.4.: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

English Language Arts (2016) RL.1.5.: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

English Language Arts (2016) RL.1.6.: Identify who is telling the story at various points in a text.

English Language Arts (2016) RL.1.7.: Use illustrations and details in a story to describe its characters, setting, or events.

English Language Arts (2016) RL.1.9.: Compare and contrast the adventures and experiences of characters in stories.

English Language Arts (2016) RL.1.10.: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

English Language Arts (2016) RF.1.1.: Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

English Language Arts (2016) RF.1.2.: Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

8.2.2.ETW.2: Identify the natural resources needed to create a product.

8.2.2.ETW.3: Describe or model the system used for recycling technology.

8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

Ethics and Culture

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Computer Science and Design Thinking 8.2
Design Thinking by the End of Grade 5
Engineering Design

8.2.5.ED.1: Explain the functions of a system and its subsystems.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).

8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.

8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.

Interaction of Technology and Humans

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ITH.2: Evaluate how well a new tool

English Language Arts (2016) RF.1.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.1.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) SL.1.1.: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2nd-

English Language Arts (2016) RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

English Language Arts (2016) RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

English Language Arts (2016) RL.2.3.: Describe how characters in a story respond to major events and challenges using key details.

English Language Arts (2016) RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

English Language Arts (2016) RL.2.6.: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

English Language Arts (2016) RL.2.7.: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

English Language Arts (2016) RL.2.9.: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

English Language Arts (2016) RL.2.10.: Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

English Language Arts (2016) RF.2.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.2.4.: Read with

has met its intended purpose and identify any shortcomings it might have. **8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.**

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Nature of Technology

8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team.

8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.

Effects of Technology on the Natural World

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

Ethics & Culture

sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) SL.2.1.: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

3rd-

English Language Arts (2016) RL.3.1.: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (1)

English Language Arts (2016) RL.3.2.: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

English Language Arts (2016) RL.3.3.: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. (1)

English Language Arts (2016) RL.3.4.: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

English Language Arts (2016) RL.3.5.: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

English Language Arts (2016) RL.3.6.: Distinguish their own point of view from that of the narrator or those of the characters.

English Language Arts (2016) RL.3.7.: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

English Language Arts (2016) RL.3.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

English Language Arts (2016) RL.3.10.: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Computer Science and Design Thinking 8.2 Design Thinking by the End of Grade 8

Engineering Design

8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.

8.2.8.ED.5: Explain the need for optimization in a design process.

8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.

8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

Interaction of Technology and Humans

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and

English Language Arts (2016) RF.3.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.3.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) SL.3.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

4th-

English Language Arts (2016) RL.4.1.: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

English Language Arts (2016) RL.4.2.: Determine the key details to identify theme in a story, drama, or poem and summarize the text.

English Language Arts (2016) RL.4.3.: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

English Language Arts (2016) RL.4.4.: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

English Language Arts (2016) RL.4.5.: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

English Language Arts (2016) RL.4.7.: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

English Language Arts (2016) RL.4.10.: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

English Language Arts (2016) RF.4.3.: Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

English Language Arts (2016) RF.4.4.: Read with sufficient accuracy and fluency to support

explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Nature of Technology

8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.

8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.

8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product

Effects of Technology on the Natural World

8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.

8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).

8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

Ethics & Culture

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

comprehension.

English Language Arts (2016) SL.4.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

5th-

English Language Arts (2016) RL.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.

English Language Arts (2016) RL.5.2.: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

English Language Arts (2016) RL.5.3.: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

English Language Arts (2016) RL.5.6.: Describe how a narrator's or speaker's point of view influences how events are described.

English Language Arts (2016) RL.5.7.: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

English Language Arts (2016) RL.5.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

English Language Arts (2016) RL.5.10.: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

English Language Arts (2016) RF.5.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.5.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) SL.5.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade

5 topics and texts, building on others' ideas and expressing their own clearly.

6th-

English Language Arts (2016) RL.6.1.: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

English Language Arts (2016) RL.6.2.: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

English Language Arts (2016) RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

English Language Arts (2016) RL.6.4.: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

English Language Arts (2016) RL.6.5.: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

English Language Arts (2016) RL.6.7.: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

English Language Arts (2016) RL.6.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

English Language Arts (2016) RL.6.10.: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

English Language Arts (2016) SL.6.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

Learning Outcomes

Students will understand...

- How to identify and solve a problem from a story (K-6)
- The moral of the fable read aloud. (k-6)
- How to choose appropriate books within the library (K-6)
- How to practice reading with fluency (K-6)
- How to use technology skills appropriately (K-6)
- How to create a structure to keep an item safe from a fall (K-6)
- That multiple shapes can be created from another shape. (k-6)
- Various holiday traditions from around the world. (3-6)
- The importance of a strong shelter for animals after reading the Three Little Pigs, An Architectural Tale & “The Three Little Pigs: The True Story”. (K-6)
- Various works and writing styles used by the same author. (K-6)
- What process is needed to complete the scientific process. (observe, question, hypothesis, predict, test, report results)
- What various aspects go into planning a city or town. (3-6)
- What important features they would want in their future home. (K-2)
- What is a biography?
- Follow online videos to fold paper airplanes. (3-6)
- Create a marble maze for Country Mouse & City Mouse (k-6)
- The difference between living in the city compared to living in the country by reading

Students will be able to answer....

- How do I build a strong shelter or den for animals? (k-6)
- What materials should I use to keep an item safe from impact? (K-6)
- How many tangram designs can be created in one space? (K-2)
- How many new designs can be created out of one piece of paper with various shapes? (3-6)
- What materials can I use to build the tallest freestanding tree? (K-6)
- What other holiday traditions take place around the world? (3-6)
- What is an opinion? What is my personal favorite holiday tradition?(Drawing / /writing piece) (k-2)
- With the use of popsicle sticks, pipe cleaners, tape, and paper how would you make a safe home for the three little pigs? (K-6)
- What is my favorite book by a certain author after immersing myself in a series found in the library? (3-6)
- Research the life of their chosen author in an author study. Include facts about their life, books written, age appropriateness... Use Google Slides to create an Author Study (3-6)
- After reading the final book by Patricia Polacco, “Thank you, Mr. Falker” students will write/illustrate a thank you note to someone in their lives. (k-2)
- How close was the prediction after completing the scientific process? (3-

<p>Country Kid, City Kid. (3-6)</p> <ul style="list-style-type: none"> • The difference between living in the city compared to living in the county by reading City Mouse, Country Mouse (k-2) • How to build a bed for Goldilocks out of given materials. (K-6) • How electricity plays an important part in their daily lives by reading “When Charlie McButton Lost Power.” (K-6) • Brainstorm ideas to create a single piece of paper into the longest possible paper chain. (K-6) • The process of brainstorming, improving, and reflecting on the engineering process.(k-6) • Understanding that engineering is a creative process based on humans needs or wants while considering limitations (constraints). • Select and operate computing devices to perform a variety of tasks(K-6) • Describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. (k-6) • Create a password that secures access to a device. (K-2) • Compare how individuals live and work before and after the implementation of new technology. (k-6) • Identify how technology must be continually developed and made more efficient to reduce the need for non-renewable resources. (3-6) • Identify how technological choices and opportunities can vary due to factors such as differences in economic resources, location, and cultural values. (3-6) 	<p>6)</p> <ul style="list-style-type: none"> • How many drops of water can a penny hold? (k-6) • What causes paper airplanes to fly further than others? (3-6) • How can you create a strong foundation to keep a structure from falling over? (K-6) • What buildings, transportation, sporting arenas, stores, restaurants, schools and so on are found in a town? What goes into planning a city? Discuss after reading, “If I Built A House.” (k-6) • Why certain features in a home would be important in the future. (3-6) • Design the look of a home on abcya.com/makeahouse (K-2) • Use given materials to create a Box City. Include things that you would see in your own town or a town of the future. (3-6) • Research to compare and contrast the similarities and differences between country living and city living (3-6) • Type an opinion piece on which lifestyle is preferred. (3-6) • What characteristics make for a good group member? (k-6) • What characteristics do not contribute to group work? (k-6) • Why electricity needs a complete circuit to flow completely (K-6). • Complete the engineering process to answer what would make a supporting structure (i.e., to act as a bed for Goldilocks, a wolf proof bed for Red Riding Hood...) for Fairy Tale characters. (K-6)
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	<ul style="list-style-type: none"> • What are the advantages of working in a group? (K-6) • How is technology used around the world? How is it similar or different from one place to another? (k-6)
	<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Drop an egg in a box they created to keep the egg safe. Students will see if their structure kept the egg from cracking. • Create a new design out of an existing design after reading "Perfect Square". • Use sticks of spaghetti, tape, string, one large marshmallow, and scissors to create the largest possible freestanding tree after reading "A Wish to Be a Christmas Tree". • Complete an experiment to test out predictions after reading "Ada Twist, Scientist." • Build a structure with a strong foundation to keep it safe from outside elements, such as wind. • Describe the differences and similarities between city living and country living. Write an opinion piece on which they prefer. • Test out the sturdiness of their structures using an air-zooka. Students will discuss what made houses stay safe from the wind vs. homes that did not stay standing. They will connect this to the story, "The Three Little Pigs, An Architectural Tale". • Create their own city utilizing boxes and various materials. • Use an online tool to create their

	<p>dream home design.</p> <ul style="list-style-type: none"> • Design a strong bed out of various materials to hold Goldilocks. • Using cardboard, design a shoe that the Elves from “The Elves & The Shoemaker” would have created. • Using cardboard shoe boxes, tape, paint chips, cardboard scraps, and markers students will brainstorm and create their own shoe box city. • Work with a partner to create a home for the Three Little Pigs that will not get knocked over by any outside force. • Create a marble maze by using paper plates, tubes, & construction paper • Describe their personal opinion as to their preference between city life vs. country life. • Work cooperatively in a group to create the longest paper chain out of one piece of paper. • Complete given coding tasks online. • Complete a closed circuit. • Engineer various products to solve fairy tales problems.
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments

<ul style="list-style-type: none"> • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: 13 Weeks / 1 lesson per week/ 2 classes per week

Recommended Learning Activities

- Share the book, “Jack and the Beanstalk” (K-2) & “Rachenka’s Egg” by Patricia Polacco (3-6). Discuss how you can build a structure to keep an egg or lego man safe from the impact of a drop. Groups of students will receive paper towel rolls, straws, tubes, construction paper, popsicle sticks, baggies, tissue paper...brainstorm how to use those items to keep the lego man/egg safe. Fill in record sheet to predict which contraption will work or not work. After drop, update if prediction was accurate. Allow students to revamp their design if it is not successful during the first attempt.
- Read “The Perfect Square”. Show students the illustrations. Pass out sets on tangrams to student groups. Have them use manipulatives to determine how many tangram designs can be created in the one box space. (K-2) Have students use samples from the story to create designs- for instance, what can you make with rows of snipped ribbon, shattered pieces, and torn scraps? (3-6)
- Read “The Three Little Pigs: The True Story” narrated by the Big Bad Wolf. Brainstorm how to use popsicle sticks, pipe cleaners, knex, tape, and paper to make a safe home for the three little pigs? Create the home and test out sturdiness of home by using AirZooka. (K-6) *optional book- “The Three Little Wolves and the Big Bad Pig”
- After reading various books by Patricia Polacco, students will complete an author study. They may do so using Patricia Polacco or an author of their choosing. Various series books will be provided in the library. Students will research the author online. They will use google slides to complete a report on the author. (Grades 3-6) Younger students will complete the author study by hearing books by Patricia Polacco read aloud. They will listen to , “Thank you, Mr. Falker” and then write or draw their own thank you letter to someone of their choosing. (k-2)
- Read “Ada Twist, Scientist” by Andrea Beaty. Share the steps of completing the scientific process with students. Have students begin that process by predicting how many drops of water can a penny hold. After completing the experiment check predictions. Share results. (k-6)
- Begin by reading “Country Kid, City Kid” to grades 3-6 and “City Mouse, Country Mouse” to grades k-2. Create a venn diagram to chart the differences and similarities between living in the

city compared to living in the country. For students in grades K-2, Design the look of a home on abcya.com/makeahouse. For students in grades 3-6, research what area of the USA they would like to live in most. Use Google slides to report on what area they would prefer to live in and why.

- Read aloud “A Wish To Be A Christmas Tree”. Use sticks of spaghetti, tape, string, one large marshmallow, and scissors to brainstorm & create the largest possible freestanding tree after reading “A Wish to Be a Christmas Tree”. (Grades 3-6). For grades K-3, have students stack as many plastic cups possible before tipping. Compare results.
- Read aloud “Goldilocks and Just one Bear.” Compare it to the original Goldilocks story. Brainstorm how to build Goldilocks a new bed out of cupcake liners, paper, foil, tape, and scissors. Test the strength of the beds by stacking pennies on them. Compare which style bed was able to hold the most weight. (K-6)
- Read aloud “Iggy Peck, Architect”. Go over two dimensional shapes (K-2) and 3 dimensional shapes. Fill out the form “Shapes and Solids found within the library.” (3-6) Have all students use toothpicks, fruit snacks or marshmallows to create 2-D and 3-D structures. Draw and label shapes made.
- Read aloud, “If I built A House.” Discuss what buildings, transportation, sporting arenas, stores, restaurants, schools and so on are found in a town. What goes into planning a city? (K-6) Students in each grade will receive an area of a town to create for a Box City. They will design what the buildings will look like, ways of transportation, entertainment, schools...all materials will come together to create a whole city.
- Talk about the importance of group work, especially while completing STEM challenges. Have students watch “Shhh, we are making a plan...” on YouTube. (Grades K-2) Read aloud” 3 Hens and A Peacock” (3-6) Discuss how to be a good team member and list things that do not benefit a team. Put students in groups and challenge them to create the longest chain of paper while using only one piece of paper. Have the students in grades 3-6 complete the brainstorm page prior to beginning. Have students in grades K-2 draw out their plan prior to beginning. Measure paper chains to find out longest, shortest, and average sizes.
- Listen to the audio aloud, “When Charlie McButton Lost Power” by Suzanne Collins. Talk to the students about what activities they turn to if and when they lose energy. Explain how power runs through circuits. Have tables set up with various circuit sets. For students in grades K-2, have them work together to complete the circuit. For students in grades 3-6, have them create their own complete circuit by following the circuit direction cards.
- Read aloud various fairy tales. Engineer solutions to problems fairy tale characters had. For example, make a wolf-proof fence for Little Red Riding Hood.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)

<ul style="list-style-type: none"> • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	<ul style="list-style-type: none"> • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
<p>Connections</p>	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	<p>21- Century Skills and Career Education</p> <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
<p>Instructional and Supplemental Materials</p>	
<ul style="list-style-type: none"> • “Egg Drop” by Mini Grey • “Rachenka’s Egg” by Patricia Polacco • Jack and the Beanstalk • Lego figures • Tissue paper • Eggs • Paper towel rolls • Straws • Tubes • Construction paper • Popsicle sticks • Baggies • “The Perfect Square” by Michael Hall • Tangrams • “The Three Little Pigs:The True Story” by Jon Scizka • Pipe cleaners • Tape • AirZooka • “Thank You, Mr. Falker” by Patricia Polacco • “Ada Twist, Scientist” by Andrea Beaty • Pennies • Eye dropper • “Country kid, City Kid” by Julie Cummins 	

- “City Mouse, Country Mouse” by Maggie Rudy
- Abcya.com
- Google Slides
- “A Wish To Be A Christmas Tree” by Colleen Monroe
- Spaghetti
- String
- Marshmallows
- Plastic cups
- “Goldilocks and Just One Bear” by Leigh Hodgkinson
- Cupcake liners
- Fil
- “Iggy Peck, Architect” by Andrea Beaty
- Toothpicks
- “If I Built A House” by Chris Van Dusen
- Boxes
- “Shhh...We Are Making A Plan” audio
- “3 Hens and A Peacock” by Lester Laminack
- Rulers
- “When Charlie McButton Lost Power” read aloud
- Circuit sets
- Code.org
- Scraet.edu
- Knex

- Little Red Riding Hood

- The Boy Whose Head Was Filled With Stars, by Isabelle Marinov

Leveled Texts

- Advanced: “DK Find Out! Energy”
- Intermediate: “The Three Little Wolves and The Big Bad Pig” ; “Oscar and the Bird: A Book About Electricity” by Geoff Waring
- Beginner: “ Cinderella; “Goldilocks and The Three Bears”

Unit 2: Density & Buoyancy Non-fiction Study & Design Thinking

DESIRED RESULTS

Standards

<p>New Jersey Student Learning Standards English Language Arts (K)</p> <p>English Language Arts (2016) RL.K.1.: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>English Language Arts (2016) RL.K.2.: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>English Language Arts (2016) RL.K.3.: With prompting and support, identify characters, settings, and major events in a story.</p> <p>English Language Arts (2016) RL.K.4.: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>English Language Arts (2016) RL.K.5.: Recognize common types of texts (e.g., storybooks, poems).</p> <p>English Language Arts (2016) RL.K.6.: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>English Language Arts (2016) RL.K.7.: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>English Language Arts (2016) RL.K.9.: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>English Language Arts (2016) RL.K.10.: Actively engage in group reading activities with purpose and understanding.</p> <p>English Language Arts (2016) RF.K.1.: Demonstrate understanding of the organization and basic features of print.</p> <p>English Language Arts (2016) RF.K.2.: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>English Language Arts (2016) RF.K.3.: Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>	<p>Computer Science and Design Thinking 8.1 Computer Science by the End of Grade 2</p> <p>Computing Systems 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. 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems. 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.</p> <p>Networks and the Internet 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.NI.4: Explain why access to devices need to be secured.</p> <p>Impacts of Computing 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>Data & Analysis 8.1.2.DA.1: Collect and present data,</p>
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English Language Arts (2016) RF.K.4.: Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

English Language Arts (2016) SL.K.1.: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

1st

English Language Arts (2016) RL.1.1.: Ask and answer questions about key details in a text.

English Language Arts (2016) RL.1.2.: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

English Language Arts (2016) RL.1.3.: Describe characters, settings, and major event(s) in a story, using key details.

English Language Arts (2016) RL.1.4.: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

English Language Arts (2016) RL.1.5.: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

English Language Arts (2016) RL.1.6.: Identify who is telling the story at various points in a text.

English Language Arts (2016) RL.1.7.: Use illustrations and details in a story to describe its characters, setting, or events.

English Language Arts (2016) RL.1.9.: Compare and contrast the adventures and experiences of characters in stories.

English Language Arts (2016) RL.1.10.: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

English Language Arts (2016) RF.1.1.: Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

English Language Arts (2016) RF.1.2.: Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

English Language Arts (2016) RF.1.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.1.4.: Read with sufficient accuracy and fluency to support comprehension.

including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Algorithms & Programming

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information

8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

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

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes. • **8.1.2.AP.6:** Debug errors in an algorithm or program that includes sequences and simple loops.

Computer Science and Design Thinking

8.1 Computer Science by the End of Grade 5

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Networks and the Internet

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and

English Language Arts (2016) SL.1.1.: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2nd-

English Language Arts (2016) RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

English Language Arts (2016) RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

English Language Arts (2016) RL.2.3.: Describe how characters in a story respond to major events and challenges using key details.

English Language Arts (2016) RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

English Language Arts (2016) RL.2.6.: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

English Language Arts (2016) RL.2.7.: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

English Language Arts (2016) RL.2.9.: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

English Language Arts (2016) RL.2.10.: Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

English Language Arts (2016) RF.2.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.2.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) SL.2.1.: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

3rd-

English Language Arts (2016) RL.3.1.: Ask and answer

wireless methods.

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

Impacts of Computing

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users

Data & Analysis

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.2: Compare the amount of storage space required for different types of data.

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.4: Organize and present climate change data visually to highlight relationships or support a claim.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. resolve hardware and software problems in computing systems.

Networks and the Internet

8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.

8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

8.1.8.NI.3: Explain how network security depends on a combination of hardware,

questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (1)

English Language Arts (2016) RL.3.2.: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

English Language Arts (2016) RL.3.3.: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. (1)

English Language Arts (2016) RL.3.4.: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

English Language Arts (2016) RL.3.5.: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

English Language Arts (2016) RL.3.6.: Distinguish their own point of view from that of the narrator or those of the characters.

English Language Arts (2016) RL.3.7.: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

English Language Arts (2016) RL.3.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

English Language Arts (2016) RL.3.10.: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

English Language Arts (2016) RF.3.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.3.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) SL.3.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

software, and practices that control access to data and systems.

8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.

8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.

8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.

Impacts of Computing

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Data & Analysis

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.2: Explain the difference between how the computer stores data as bits and how the data is displayed.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.DA.5: Test, analyze, and refine computational models.

8.1.8.DA.6: Analyze climate change computational models and propose refinements.

Algorithms & Programming

8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

8.1.8.AP.2: Create clearly named variables that represent different data

4th-

English Language Arts (2016) RL.4.1.: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

English Language Arts (2016) RL.4.2.: Determine the key details to identify theme in a story, drama, or poem and summarize the text.

English Language Arts (2016) RL.4.3.: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

English Language Arts (2016) RL.4.4.: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

English Language Arts (2016) RL.4.5.: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

English Language Arts (2016) RL.4.7.: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

English Language Arts (2016) RL.4.10.: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

English Language Arts (2016) RF.4.3.: Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

English Language Arts (2016) RF.4.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) SL.4.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

5th-

English Language Arts (2016) RL.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.

English Language Arts (2016) RL.5.2.: Determine the key details in a story, drama or poem to identify the theme and

types and perform operations on their values.

8.1.8.AP.3: Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.

8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.

8.1.8.AP.5: Create procedures with parameters to organize code and make it easier to reuse.

8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.

8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.

8.1.8.AP.8: Systematically test and refine programs using a range of test cases and users.

8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.

Engineering Design

Algorithms & Programming

8.1.5.AP.1: Compare and refine multiple algorithms for the same task and determine which is the most appropriate.

8.1.5.AP.2: Create programs that use clearly named variables to store and modify data.

8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

8.1.5.AP.6: Develop programs using an iterative process, implement the program

to summarize the text.

English Language Arts (2016) RL.5.3.: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

English Language Arts (2016) RL.5.6.: Describe how a narrator's or speaker's point of view influences how events are described.

English Language Arts (2016) RL.5.7.: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

English Language Arts (2016) RL.5.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

English Language Arts (2016) RL.5.10.: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

English Language Arts (2016) RF.5.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

design, and test the program to ensure it works as intended.

**Computer Science and Design Thinking
8.1 Computer Science
by the End of Grade 8**

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices

8.1.8.CS.2: Design a system that combines hardware and software components to process data.

8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.

8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and

English Language Arts (2016) RF.5.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) SL.5.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

6th-

English Language Arts (2016) RL.6.1.: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

English Language Arts (2016) RL.6.2.: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

English Language Arts (2016) RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

English Language Arts (2016) RL.6.4.: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

English Language Arts (2016) RL.6.5.: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

English Language Arts (2016) RL.6.7.: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

English Language Arts (2016) RL.6.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

English Language Arts (2016) RL.6.10.: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

English Language Arts (2016) SL.6.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups,

and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

Learning Outcomes

Students will understand....

- How to utilize the research section of the library (3-6)
- How to practice reading with fluency (K-6)
- How to use technology skills appropriately (K-6)
- What they would pack if they were a passenger on the Titanic. (K-2)
- How to choose appropriate books within the library (K-6)
- The history behind the story of the Titanic by watching videos, researching online, and reading various books on the topic. (3-6)
- How to complete a mock interview as a reporter or passenger (3-6)
- **How to collaborate to solve a simple problem, or how to illustrate how to build a product using the design process when building a nautical vessel to stay afloat. (K-6)**
- **How to identify constraints in the engineering process. (K-6)**
- **How technology has changed the way people live and work. (K-2)**
- **How do various tools improve the quality of life? (K-2)**
- **What is needed to brainstorm and create a nautical vessel to float & not sink (K-6)**
- **What causes other items to sink or float (K-6)**
- **How can technology have a negative effect on the environment, quality, and inhabitants?**
- **The availability of technology for essential tasks varies in different parts of the world.**

Students will be able to answer....

- **How do I create a nautical vessel and keep it afloat?**
- What happened to the Titanic?
- What events could have saved the Titanic from sinking?
- Imagine if they were a passenger on the Titanic. Draw and describe what they would pack.
- What it was like to be a passenger on the Titanic after researching the historic event.
- **How can I build an invention to help me make fresh water when out in the ocean?**
- **Why is the ocean salty?**
- **How does a live webcam on the bottom of the ocean floor help people and the ocean animals?**
- **What causes items to sink or float? Can they be reversed?**
- **How does technology developed for humans affect the land, water, and air?**
- **How does recycling save money and natural resources?**
- **How and where do I use technology in my life?**
- **What directions do I need to follow to code correctly to play a game? (K-6)**
- **Why is it important to create unique passwords?**
- **How has technology changed the**

way people live and work?

Students will be able to...

- Predict if items will sink or float.
- Visualize the cause of the sinking of the Titanic by using ice cube trays.
- Research what allows nautical vessels to be buoyant.
- Create a "River Flow Chart" to explain the steps that led to the sinking of the Titanic.
- Experiment to see what common items will float or sink.
- Change the makeup of a sinking item to float and a floating item to sink
- Work with a partner to complete a mock interview as a Titanic passenger or reporter.
- **Listen to research to understand why the ocean is salty. Students will then draw an invention that they could build to access fresh water, even if they are in the ocean.**
- **Identify how technology impacts and improves life after viewing an underwater live webcam from the ocean.**
- **Describe how recycling affects the local and global environment.**
- **Identify and compare technology used in different parts of the world. (School, home, community...)**

ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> • Portfolio • Performance assessments
LEARNING PLAN	
Pacing Guide: 13 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • Create a KWL chart with students to keep track of previous knowledge students have of the subject, what they would like to know, and what they have learned. Add at the end of each class during closure/reflection. • Share the book, <i>The Story of the Titanic for Children</i>". Look at illustrations throughout the book. • Share the book, <i>"Titanic: The Disaster That Shocked the World"</i> • Show the <i>"New CGI of How the Titanic Sank"</i> on youtube. • Point out section in the library to find books on boats, the Titanic, and buoyancy. • Share video on the Titanic using website watchknowlearn.org/thesinkingofthetitanic. • Brainstorm and research online what enables a nautical vessel to float. • Research online and answer questions on a flow chart showing what lead to the sinking of the Titanic. • By using an ice cube tray, show students what will happen to compartments on a ship when 	

they fill with water. Brainstorm and experiment to see how to keep water out of each compartment. Prior to the experiment, have them predict how many cubes will need to be filled for it to sink.

- Have students act as a newspaper reporter to interview a surviving Titanic passenger. Then switch roles. Have each student create a word processed newspaper article with their interview.
- Give groups of students items to predict if they will sink or float. Once predictions have been made, test each item out. Check predictions. Allow students in grades 3-6 to research what ingredients contribute to density and buoyancy.
- Have students manipulate the objects to see if they can get a sinking item to float or a floating item to sink. Write down predictions and actual observations.
- Imagine you are a passenger on the Titanic. Have students draw and describe what important items they will pack and bring on their trip.
- Share video “Kids Want to Know: What makes something float or sink?” on Youtube. Discuss what adds to something being buoyant and dense.
- **After viewing Mystery Science, Why is the Ocean Salty?, <https://mysteryscience.com/mini-lessons/ocean-salt#slide-id-5652> students will brainstorm and draw an invention they can make to get fresh water when in the ocean.**
- **Discuss how we can see what is going on deep in the ocean. View the live webcam at <https://www.nps.gov/chis/learn/photosmultimedia/ocean-webcam.htm> and discuss what we see. How does having this webcam help humans and ocean animals? What problems can this help solve?**
- **In groups, brainstorm and create a vessel that will float when put in a tub of water out of various materials given. (popsicle sticks, pipe cleaners, glue, tape...) Complete STEM activity to test out inventions. After testing each vessel, discuss what makes it float or sink. Brainstorm how to rebuild any vessels that sank.**
- **Listen to the story, I Can Save the Earth, by Alison Inches. Discuss what happens to litter when it ends up in the oceans. How does technology affect the environment? What natural resources are used to create new products? Students in grades K-2 will create recycling posters explaining how disposal of or reusing a product affects the environment.**
- **Create a class list of all the different types of electronics used in our lives- at home, school, communities...discuss where it is most available. How do we use it?**
- **Complete activities on code.org. There students will follow coding directions to play games on their level once logging in.**
- **Complete activities on scratch.edu. Students will create mazes and games to add to their gallery.**
- **Listen to the story, The Boy Who’s Head Was Filled with Stars. Discuss how the advancement of technology has changed the way we can see the stars. Students will then use cardboard tubes, card stock, and rubber bands to create their own telescopes. Younger grades (K-2) will**

decorate their telescopes as they wish. Students in grades 3-6 will research a constellation online and use their telescope to search for it in the night sky.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21- Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Kids Want to Know: What makes something float or sink?" on Youtube.
- website watchknowlearn.org/thesinkingofthetitanic
- Share the book, The Story of the Titanic for Children"
- Share the book, "Titanic: The Disaster That Shocked the World"
- Show the "New CGI of How the Titanic Sank" on youtube.
- popsicle sticks, pipe cleaners, glue, tape, ice cube trays
- Newspaper interview
- River flow chart
- Titanic interview form

- **"I Can Save the Earth" by Alison Inches**

Leveled Texts

- Advanced: "Experiments with Water"; "On Board the Titanic" by Shelley Tanka
- Intermediate: Magic Tree House: The Night on the Titanic; Magic Tree House: Titanic Research Guide
- Beginner: "Floating & Sinking" by Amy S. Hansen; "What Floats in a Moat?" by Lynne Berry

Unit 3: Entrepreneurship	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards New Jersey Student Learning Standards English Language Arts (K)</p> <p>English Language Arts (2016) RL.K.1.: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>English Language Arts (2016) RL.K.2.: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>English Language Arts (2016) RL.K.3.: With prompting and support, identify characters, settings, and major events in a story.</p> <p>English Language Arts (2016) RL.K.4.: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>English Language Arts (2016) RL.K.6.: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>English Language Arts (2016) RL.K.7.: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>English Language Arts (2016) RL.K.10.: Actively engage in group reading activities with purpose and understanding.</p> <p>English Language Arts (2016) RF.K.1.: Demonstrate understanding of the organization and basic features of print.</p> <p>English Language Arts (2016) RF.K.2.: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>English Language Arts (2016) RF.K.3.: Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>English Language Arts (2016) SL.K.1.: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>Career Readiness, Life Literacies, & Key Skills</p> <p>9.1 Financial Literacy</p> <p>Civic responsibility</p> <p>By the end of Grade 2...</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>Financial Institutions:</p> <p>9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards.)</p> <p>Financial Psychology:</p> <p>9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</p> <p>9.1.2.FP.2: Differentiate between financial needs and wants.</p> <p>9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society.)</p> <p>Planning and Budgeting</p> <p>9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.</p> <p>9.1.2.PB.2: Explain why an individual would choose to save money.</p> <p>Risk Management and Insurance</p> <p>9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 2</p> <p>Career Awareness and Planning</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with</p>

1st

English Language Arts (2016) RL.1.1.: Ask and answer questions about key details in a text.

English Language Arts (2016) RL.1.2.: Retell stories, including key details, and demonstrate an understanding of their central message or lesson.

English Language Arts (2016) RL.1.3.: Describe characters, settings, and major event(s) in a story, using key details.

English Language Arts (2016) RL.1.7.: Use illustrations and details in a story to describe its characters, setting, or events.

English Language Arts (2016) RL.1.9.: Compare and contrast the adventures and experiences of characters in stories.

English Language Arts (2016) RL.1.10.: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

English Language Arts (2016) RF.1.1.: Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

English Language Arts (2016) RF.1.2.: Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

English Language Arts (2016) RF.1.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.1.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) SL.1.1.: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2nd-

English Language Arts (2016) RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

English Language Arts (2016) RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

English Language Arts (2016) RL.2.3.: Describe how characters in a story respond to major events and

each job.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Career Readiness, Life Literacies, & Key Skills

9.4 Life Literacies & Key Skills

By the end of Grade 2...

Creativity and Innovation

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

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

Critical Thinking and Problem Solving

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

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).

Digital Citizenship

9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

9.4.2.DC.5: Explain what a digital footprint is and how it is created.

9.4.2.DC.6: Identify respectful and

challenges using key details.

English Language Arts (2016) RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

English Language Arts (2016) RL.2.7.: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

English Language Arts (2016) RL.2.10.: Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

English Language Arts (2016) RF.2.3.: Know and apply grade-level phonics and word analysis skills in decoding words.

English Language Arts (2016) RF.2.4.: Read with sufficient accuracy and fluency to support comprehension.

English Language Arts (2016) SL.2.1.: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Global and Cultural Awareness

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Information and Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Technology Literacy

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

9.4.2.TL.5: Describe the difference between real and virtual experiences.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of

collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Learning Outcomes

Students will understand...

- How to use evidence from text to deepen their understanding of a story
- The importance of hard work after reading, “Tops and Bottoms”
- How to identify and describe the characters, settings, and major events by using key details and illustrations.
- How to retell a story using sequence and key details.
- What is the main idea or central message of a text.
- How to predict the events in a story by previewing the pictures.
- How to make a great book choice.
- The importance of saving money by reading, “Rock, Brock, and the Savings Shock.”
- How to use a computer program effectively.
- How to define a good.
- How to define a service.
- How to code using code.org
- **Actions an individual can take to help make this world a better place after reading, “Only One You.”**
- **Demonstrate openness to new ideas and perspectives.**
- **Differentiate the various forms of money and how they are used after reading, “Alexander, Who Used to be Rich Last Sunday.”**
- **Identify how each form of money is used.**
- **Discuss how a budget is a plan that can help obtain financial goals.**
- **How to start the habit of saving money.**
- **Create a list of different types of jobs and describe the skills associated with each job.**
- **Understand why people receive payment to complete a job.**
- **How to come up with solutions to solve problems.**
- **Individuals should practice safe behaviors**

Students will be able to answer...

- What is a “bright idea” that have?
- How has hard work helped me to succeed?
- Who was the main character in a text?
- What was the setting?
- What are the main events that take place during a story?
- What is the main idea of a story?
- What are the key details in a text?
- What do you predict will happen in the story?
- What does it mean to be an entrepreneur?
- What are the coins in US money?
- What are expenses?
- What are the benefits of a partnership?
- How do I make a profit?
- How do I avoid a loss?
- How do I ensure to at least break even?
- How do I determine the price of an item?
- How do I complete a loan agreement?
- How will I promote and advertise my product?
- How well did my product sell at a marketplace? What can I do to improve upon my item?
- What did the characters in the story do to produce a good? A service?
- How do I code to create an animation?
- **How can I volunteer in the classroom, school and community?**

<p>when using the internet.</p> <ul style="list-style-type: none"> • Identify how individuals from different cultures may have different points of view and expressions. • Identify the purpose of various digital tools. 	<ul style="list-style-type: none"> • How can I give back? • What are the names and values of each coin and bill? How do checks, debit and credit cards work? • Log into ABCya.com to practice math skills with “Break the Beak.” • What are various ways to save? • Where are local places to help save and accumulate money over time? • Why would an individual want to save money? • What are different job titles and what knowledge and skills does each require? • What are the benefits and drawbacks of being an entrepreneur? • What solution can I come up with to solve various problems? • How can I gather information about an issue and collaboratively brainstorm ways to solve the problem? • How do I respectfully and safely communicate in digital environments? • How can I compare one’s own culture to another? • How can I use a document as a word processing application? •
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ASSESSMENT	
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Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games 	<ul style="list-style-type: none"> • Unit Assessments • Alternate Assessments • Performance Tasks • Projects • Choice Boards

<ul style="list-style-type: none"> • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: 13 Weeks

Recommended Learning Activities

- Using code.org, create a code to move an animation or to show an idea.
- Read aloud, “Even Aliens Need Snacks” by Matthew McElligott. Brainstorm where an alien would be able to get a snack? Have students invent a snack stand that is out of this world. Students will write / illustrate where the snack stand is located and what type of alien food is served there.
- Read aloud, “Tops and Bottoms” by Janet Stevens. Discuss the importance of hard work. Brainstorm times when students succeeded due to their hard work. Complete a step-by-step drawing of Bear by using the online tutorial.
- Using blocks and popsicle sticks, design a vegetable stand that will hold the weight of a potato.
- Read aloud, “Caps for Sale” by Esphyr Slobodkina. Review what the setting, main character, and moral of the story is. Predict what a peddler is prior to the reading of the story. After reading check predictions and correctly define what a peddler is.
- Complete the picture of the peddler and his hats stacked on his head. Color in the hats as they are described in the story. Using plastic cups, see how many can be stacked prior to falling.
- Read aloud, “Rufus the Writer” by Elizabeth Bram. Prior to the reading take a picture walk to predict what the students think will happen in the story. Read the story and then compare predictions to the actual story.
- Create a button tree similar to the tree in “Rufus the Writer.” Give each student a copy of the tree to decorate with buttons to represent the leaves or fruit. To encourage additional math practice, tell students that they can draw or attach a specific amount of buttons. (For example, add 5 to your age...)
- Complete math activities on abcya.com
- Read aloud, “Rock, Brock, and the Savings Shock” by Sheila Bair. Discuss the importance of saving money. Log onto abcya.com(kindergarten & 1st- learning coins; 2nd & 3rd- Money Bingo)
- Read aloud, “Miss Fox’s Class Earns a Field Trip” by Eileen Spinelli. Define goods and services. Discuss ways that people can sell goods and services to earn money like the characters in the book did.
- Complete “This is me saving money” picture to draw themselves saving money for something they would like to buy.
- **Read aloud, “Only one you,” by Linda Kranz. After reading, discuss how unique and special**

each one of us are. Students will then design a self portrait showing ways that they can use their skills to help the school and/or community. They will discover and describe what they can do to give back.

- Listen to the story, “A Dollar, A penny. How Much? How Many?” By Brain Cleary. After the completion of the story, discuss the various forms of money. Complete the “Matching Piggies” activity page.
- Listen to the story, “Alexander, Who Used To Be Rich Last Sunday,” By Judith Viorst. How does emotion influence whether a person saves or spends? Complete the form, “How Much Did Alexander Spend?” sheet.
- Read aloud, “The Berenstain Bears’ Trouble With Money.” Discuss how a budget is a plan that can help obtain financial goals. Brainstorm how to start the habit of saving money. Students will create a Piggy Bank out of recyclable materials. (i.e., pringles cans, cereal boxes, milk jugs, mason jars...)
- Read aloud, “What Do You Do With an Idea?” by Kobi Yamada. Have students brainstorm ideas that can improve on an existing idea or something new to protect an item that might be damaged. Fill in “Bright Idea” light bulbs with drawing/illustration of ideas. (i.e., what can you do to keep your favorite item safe?)
- Read aloud, When I Grow Up, by Weird Al. Create a list of various jobs and what skills each job requires. Discuss how and why people receive payment for each job. Define entrepreneurship along with the rewards and risks to starting your own business.
- Read aloud the story, “How the Second Grade Got \$8205.50 to Visit the Statue of Liberty” by Nathan Zimelman. Discuss the triumphs and set-backs the characters in the book faced and how they overcame the obstacles. Students will then be given an issue and brainstorm ways to solve it along with approaches and resources to execute a plan.
- Complete the “Digital Citizenship” curriculum to address timey topics and prepare students to take ownership of their digital lifestyles.
- Listen to a multicultural story, such as The Hula Hooping Queen”, by Thelma Lynne Godin. Discuss how the main characters' culture is similar and different from our own lives. Then students will compete in a hula hooping challenge and celebrate our similarities and differences.
- Utilize Google Suite to understand the purpose of digital tools.

Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
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<ul style="list-style-type: none"> • Role Play 	
Connections	
Interdisciplinary Connections <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	21st Century Skills and Career Education <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • Code.org • “Even Aliens Need Snacks” by Matthew McElligott • Out of this world snack stand form • “Tops and Bottoms” by Janet Stevens • Online bear drawing tutorial on youtube.com • “Caps for Sale” by Esphyr Slobodkina • Peddlers hat count handout • “Rufus the Writer” by Elizabeth Bram • Button Tree handout • Buttons • “How the Second Grade Got \$8205.50 to Visit the Statue of Liberty” by Nathan Zimelman • Cardboard tubes, boxes, tape for DIY coin banks • “Miss Fox’s Class Earns a Field Trip” by Eileen Spinelli • “Alexander, Who Used to be Rich Last Sunday” By Judith Viorst • “Only One You” by Linda Kranz • Matching Piggies counting money forms • “The Berenstain Bears’ Trouble With Money” by Stan & Jan Berenstain • “What Do You Do With an Idea?” by Kabi Yamanda • Bright Ideas lightbulb form • When I Grow Up, by Weird Al • Digital Citizenship curriculum • <u>The Hula Hooping Queen”, by Thelma Lynne Godin</u> 	
Leveled Texts	
<ul style="list-style-type: none"> • Advanced: “Once Upon A Company” by Wendy Anderson • Intermediate: “Sammy Startup” by Jason Harvey, “A Dollar, A Penny, How Much? How Many? By Brain Cleary • Beginner: “What Do You Do With A Problem?” by Kabi Yamanda 	

Unit 3: Entrepreneurial Skills and Financial Literacy

DESIRED RESULTS

Standards

<p>New Jersey Student Learning Standards English Language Arts</p> <p>3rd-</p> <p>English Language Arts (2016) RL.3.1.: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (1)</p> <p>English Language Arts (2016) RL.3.2.: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>English Language Arts (2016) RL.3.3.: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. (1)</p> <p>English Language Arts (2016) RL.3.7.: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>English Language Arts (2016) RL.3.10.: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>English Language Arts (2016) RF.3.3.: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>English Language Arts (2016) RF.3.4.: Read with sufficient accuracy and fluency to support comprehension.</p> <p>English Language Arts (2016) SL.3.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>4th-</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and</p>	<p>– Career Readiness, Life Literacies, and Key Skills 9.1 Personal Financial Literacy by the End of Grade 5</p> <p>Civic Financial Responsibility</p> <p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. (You can give back in areas that matter to you.)</p> <p>Credit Profile</p> <p>9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. (There are benefits to having a positive credit history.)</p> <p>Economic and Government Influences</p> <p>9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”</p> <p>9.1.5.EG.2: Describe how tax monies are spent (Taxes are collected on a variety of goods and services at the local, state, and federal levels.)</p> <p>9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.</p> <p>9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy. (There is a broader economic system that influences your financial goals.)</p> <p>9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.</p> <p>9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.</p> <p>9.1.5. EG.5: Identify sources of consumer protection and assistance. (There are agencies, laws, and resources to protect individuals as consumers.)</p> <p>Financial Institutions</p> <p>9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.</p> <p>(People can choose to save money in many places such as home in a piggy bank, bank, or</p>
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<p>relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.4.1. Write opinion pieces on topics or texts,</p>	<p>credit union.)</p> <p>Financial Psychology</p> <p>9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.</p> <p>9.1.5.FP.2: Identify the elements of being a good steward of money (An individual’s financial traits and habits affect his/her finances)</p> <p>9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</p> <p>9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). (Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.)</p> <p>9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. (Not all financial information is accurate or truthful.)</p> <p>Planning and Budgeting</p> <p>9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions. (There are specific steps associated with creating a budget.)</p> <p>9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate). (Saving money can impact an individual’s ability to address emergencies and accomplish their short-and long-term goals)</p> <p>Risk Management and Insurance</p> <p>9.1.5.RMI.1: Identify risks that individuals and households face.</p> <p>9.1.5.RMI.2: Justify reasons to have insurance. (Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.)</p> <p>Career Readiness, Life Literacies, and Key Skills</p> <p>9.1 Personal Financial Literacy by the End of Grade 8</p> <p>Civic Financial Responsibility</p>
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supporting a point of view with reasons and information.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

5th-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
(Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.)

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
(Individuals can use their talents, resources, and abilities to give back.)

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
(The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.)

Credit and Debt Management

9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. • 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
(There are strategies to increase your savings and limit debt.)

9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs. 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).
(Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.)

Credit Profile

9.1.8.CP.1: Compare prices for the same goods

two) for a range of tasks, purposes, and audiences.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6th-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

or services.

9.1.8.CP.2: Analyze how spending habits affect one’s ability to save.

9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.

9.1.8.CP.4: Summarize borrower’s credit report rights.
(There are strategies to build and maintain a good credit history.)

9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.
(Credit history affects personal finances.)

Economic and Government Influences

9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income

9.1.8.EG.2: Explain why various sources of income are taxed differently
(Taxes affect one’s personal finances.)

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income
(There are government agencies and policies that affect the financial industry and the broader economy.)

9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

consumer protection laws, and the issues they address

(There are procedures required to take advantage of consumer protection laws and assistance programs.)

Financial Institutions

9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).

9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1.8.FI.4: Analyze the interest rates and fees associated with financial products

(There are a variety of factors that influence how well suited a financial institution and/or service will be in meeting an individual's financial needs)

Financial Psychology

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.

(An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.)

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising

(Marketing techniques are designed to

encourage individuals to purchase items they may not need or want.)

Planning and Budgeting

9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.

9.1.8.PB.3: Explain how to create budget that aligns with financial goals.

9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

(A budget aligned with an individual's financial goals can help prepare for life events.)

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.

(Goals (e.g., higher education, autos, and homes, retirement), affect your finances.)

9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management. (There are strategies to decrease and manage expenses.)

Risk Management and Insurance

9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.

9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.

9.1.8.RM.3: Evaluate the need for different types of warranties

(Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.)

9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection

(Insurance can protect your personal finances.)

Learning Outcomes	
<p><i>Students will understand....</i></p> <ul style="list-style-type: none"> • How to utilize the research section of the library (3-6) • How to practice reading with fluency (4-6) • How to use technology skills appropriately (4-6) • The underlying framework to becoming an entrepreneur • The value of effective marketing • What makes a business successful • Understand what steps to take to become an entrepreneur • Create a list of goods and services that they have purchased. • Create a list of items that they have invented. • Create a list of products that can be improved. • Create a list of items that they can recreate. • Determine if a partnership would work for their business. • Follow steps to become a successful money manager. • Total supply and labor costs to determine a price for their item. • If necessary, agree to a business loan to fund their product. • Produce enough products to sell at a marketplace. • Complete a business plan. • Reflect on product sales to determine how to improve sales in the future. • Discuss what each of our strengths, interests, and other personal factors are. • Design a self portrait showing ways that students can use their skills to help give back to the school and/or community. • How to identify the advantages of maintaining a positive credit history. 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> • What good or service would sell at a marketplace? • What are examples of goods? • What are examples of services? • What are some situations that need a new solution? How can I improve a current product? • How can I manufacture a product? • What is revenue? • What are expenses? • What are the benefits of a partnership? • How do I make a profit? • How do I avoid a loss? • How do I ensure to at least break even? • How do I determine the price of an item? • How do I complete a loan agreement? • How will I promote and advertise my product? • How well did my product sell at a marketplace? What can I do to improve upon my item? • How can I give back in areas that matter to me? • What are the benefits of having a positive credit history? • What are examples of taxes? • How are tax monies spent? • What are the impacts of the economic system on one's personal financial goals? • How does an individual's financial decision affect society and contribute to the overall economy. • How can you utilize recyclable materials to create a piggy bank to save your money in? • What places can people choose to save money in? (I.e piggy bank, bank, credit union.)

<ul style="list-style-type: none"> • Determine the most appropriate use of various financial products and services to borrow and access money for aming purchases. • Explain why tax money is collected on a variety of goods and services at local, state, and federal levels. • How to appropriately price an item to sell based on future expenses and opportunities that should be included in the budget planning process. • How to complete a business plan and a budget that aligns with financial goals. • Design an advertisement for their item for the TREPS Marketplace. • Identify how inaccurate information is disseminated through various influencers including the media, advertisements, marketers, friends, educators, and family members. • After the Treps Marketplace, discuss how the economic system influenced personal financial goals. Compare net gain / net losses. • Brainstorm & create a bank out of recycled materials after listening to the story “The Lemonade War” by Jacqueline Davies. Create a chart that shows students plans on creating a budget. Include spending plan, savings plan, and charitable donation contributions. • While preparing for the Treps marketplace, illustrate the impact of financial traits on financial decisions. Identify ways to be a good steward of money. • After viewing BrainPop, Interest & Loans, compare and contrast loan management strategies, including interest charges and total principal repayment costs. • Analyze the interest rates and fees associated with financial products. • Evaluate the application process for 	<ul style="list-style-type: none"> • What individual traits and habits affect his/her finances? • What spending choices and their intended and unintended consequences impact financial outcomes and personal well-being? • How can you identify what financial information is accurate and truthful? • How do I develop a personal budget? • What choices do I have with my money? (Save, spend, donate) • What are financial risks that I can accept that are inevitable? • What are steps to take to protect myself by avoiding or reducing financial risks? • What are my credit management choices? • How does credit history affect personal finances? • How do taxes affect one’s personal finances? • What government agencies and policies affect the financial industry and the broader economy? • What factors should I consider when selecting various financial providers? • How do my emotions, attitudes, and behavior (rational and irrational) play a role in making financial decisions? • How do I appropriately price an item to sell? • What do I include in the budget planning process? • How do I complete a business plan and a budget that aligns with financial goals? • How do research information about a career of interest? • What careers require specific training, skills, and certifications? • What information is included in a cover letter and resume? • What questions are asked at a job interview? • How do the demand for certain skills, the job market, and creditals determine an individual's earning
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<p>different types of loans (credit cards, mortgage, student loans)</p> <ul style="list-style-type: none"> • Design their own credit card and application for their own store that correlates with their marketplace business. • Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. Play the interactive sales tax game at http://www.math-play.com/Sales-Tax/Interactive-Sale-Tax-Game_html5.html • After listening to <i>A Chair for My Mother</i>, by Vera B. Williams, students will understand how an individual's emotions and values will influence financial behaviors. • After completing BrainPop, "Budgeting" students will understand how different circumstances can affect one's budget. • Choose a career of interest. Research 3-5 facts about your chosen career. • Identify which careers require specific training and/or certifications. • Complete a job application, cover letter, and resume. • Define climate change and view photos showing the effects of climate change. • Identify the need for and the use of copyrights and copyright restrictions. • Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. 	<p>power?</p> <ul style="list-style-type: none"> • What is climate change? • What are possible solutions to climate change? • How can digital tool and technology be used to problem solve? • How have digital tools changed social interactions? • How do my online behaviors affect me? • What is the need for copyrights?
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers 	<ul style="list-style-type: none"> • Unit Assessments • Alternate Assessments

<ul style="list-style-type: none"> • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: 13 Weeks

Recommended Learning Activities

- Explain and review policies and procedures specific to creating an item to sell in a marketplace.
- Brainstorm ways students can act responsibly and as a group, agree to those behaviors.
- Research goods and services that have been very successful and others that have not had success.
- Determine why certain items are successful and others are not? What could have helped the unsuccessful item to become profitable?
- Define goods and services. Create individual lists of goods and services students have paid for.
- Brainstorm ideas for student businesses.
- Discuss what makes a successful business partnership. Create a typed agreement for each partnership.
- Define revenue, expenses, and profits. Discuss how companies can be profitable, take a loss, or break even.
- Create a chart to calculate the unit price required to make one product. Include materials and cost for labor. Determine the price students will ask for their product.
- Discuss how students will start up their business. Who will help them finance it? How much money will they require to begin? How will they expect to pay it back?
- Provide the opportunity for a focus group. Here students will get to take turns describing their product or service in detail. Students will create a sale pitch to get buyers interested. Allow students to offer constructive criticism and suggestions or feedback on the products being offered.

- After the marketplace occurs, have students reflect on the experience. What sold best? What advertising worked best? What were the majority of price points? What would you change for next time?
- **Read aloud, “Only one you,” by Linda Kranz. After reading, discuss what each of our strengths, interests, and other personal factors are. Students will then design a self portrait showing ways that they can use their skills to help give back to the school and/or community.**

- Watch Brain Pop “Credit Cards” to identify how credit cards work. Define interest, payments, debt, negative / positive credit history. Complete the Quiz and Challenge on BrainPop.
- Watch Brain Pop, “Taxes” to identify why taxes are collected on a variety of goods and services at the local, state, and federal level. Give examples of the term “tax” and how tax money is spent. Complete the Quiz and Challenge on BrainPop. Students will be able to explain how taxes affect disposable income and the difference between net and gross income.
- After the Treps Marketplace, watch <https://www.youtube.com/watch?v=9ZqkecHnFpc>, to complete an overview about economics. Discuss the impact of the economic system on one’s personal financial goals. Describe how an individual’s financial decision affects society and contributes to the overall economy.
- Brainstorm & create a bank out of recycled materials after listening to the story “The Lemonade War” by Jacqueline Davies. Create a chart that shows students plans on creating a budget. Include spending plan, savings plan, and charitable donation contributions.
- While preparing for the Treps marketplace, illustrate the impact of financial traits on financial decisions. Identify ways to be a good steward of money.
- Research popular ads shown in magazines and on television. What makes them memorable? What can cause them to be deceptive?
- Each student will create an advertisement on the computer to help advertise their product.
- After viewing BrainPop, Interest & Loans, compare and contrast loan management strategies, including interest charges and total principal repayment costs.
- Evaluate the application process for different types of loans (credit cards, mortgage, student loans) Have students complete an application to make them aware of what information is required to apply for a loan / card.
- Students will design their own credit card and application that correlates to their marketplace business.
- Students will create a KWL chart on taxes. Discuss why taxes get taken out of paychecks? Where do they go? Then view “How Do Your Tax Dollars Get Spent?”<https://www.youtube.com/watch?v=Gy0P-ePwJnI>. Break down each department mentioned and how much each department receives. Then watch “Types of Taxes in the United States” at <https://www.youtube.com/watch?v=rDWOpcJdtgQ> to review types of taxes. Add to the KWL chart to answer any questions.
- Students will challenge themselves with an interactive sales tax game at http://www.math-play.com/Sales-Tax/Interactive-Sale-Tax-Game_html5.html
- Listen to *A Chair for My Mother*, by Vera B. Williams, students will understand how an individual's emotions and values will influence financial behaviors.
- View BrainPop, “Budgets” and discuss how budgets align with an individual's financial goals and how this budget can help prepare for life events. Then complete “Money Magic” interactive game on BrainPop.

- Listen to When I Grow Up by Weird Al. Create a class list of careers that might be suited to personal likes. Have students choose the career they are most interested in and research 3-5 facts about it. They will write the facts on a given form. They will also identify what certifications are required for each career. Students will then complete a directed drawing of their chosen career.
- After viewing examples of job application questions, students will complete their own job application using the Scholastic Application form. Students will then view numerous examples of cover letters and resumes. After brainstorming what information they want to include in their own resume, students will complete a cover letter and resume using Google Docs.
- After defining climate change, share pictures with students using the online site <https://www.morningsidecenter.org/teachable-moment/lessons/earth-day-activity-climate-change-photos>. Then ask students questions pertaining to the photos and how the climate change is affecting the individuals in the photos. Discuss how the changes in the photos are believed to be related to climate change. Then have students hold a ball of yarn. Each student will say how they can build resilience in our community to climate change. They will pass the ball of yarn after each suggestion until they have created a web. Together describe how the web shows that we are all connected and each person's actions impact each other.
- Complete the commonsensemedia.org curriculum for each specific grade level to teach digital citizenship.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- TREPS workbooks
- “What Do You Do With an Idea?” by Kabi Yamanda
- Graphic design computer programs
- Google Slides
- **Audio link for The Lemonade War** <https://www.youtube.com/watch?v=0h8S5-N6eTU>
- **BrainPop.com**
- **Only One You** By Linda Kranz
- **School House Rock, Where the Money Goes** <https://www.youtube.com/watch?v=N9iZfxElc1A>
- **A Chair for my Mother**, by Vera B. Williams
- **BrainPop “Budgets”**
- **“Money Matters”** interactive game on BrainPop
- **Scholastic resume teaching tools**, <https://www.scholastic.com/teachers/lesson-plans/teaching-content/creating-resume-magic/>
- **Climate change photographs**, <https://www.morningsidecenter.org/teachable-moment/lessons/earth-day-activity-climate-change-photos>
- **Commonsencemedia.org**

Leveled Texts

- **Advanced: “Middle School Millionaires”** by Rod Robison, **Lawn Boy By Gary Paulsen**
- **Intermediate: “Once Upon A Company”** by Wendy Anderson; Treps workbook
- **Beginner: “What Do You Do With An Idea?”** by Kabi Yamanda,

Accelerated Learning Opportunities

Mustang Missions:

Kindergarten-2nd grade accelerated learning opportunities

Mission #1:

Students will brainstorm what career they would like to have when they are grown up. Students will search for three facts about each career and write them on a given form. Students will also follow a directed drawing video to complete a picture of their chosen career.

Mission #2:

Rapunzel Engineers an Escape!

After reading a short story on how Rapunzel no longer wants to be in her tower, students will brainstorm ways to help her escape. Students will brainstorm and draw/label two separate ways she may get down from the tower. They will then make a model of one idea and list the materials they will use. Students will then determine if Rapunzel would have been safely able to escape on her first try. If not, they will describe how they could improve the escape plan. Students will also have to measure how high their tower is, how long the escape path is, and if she would need safety equipment for her escape. There is a packet to complete that goes along with this activity.

Mission #3:

Students will listen to the story, The Crayon Man by Natascha Biebow. Then students will choose an item that already exists. They will brainstorm and design a way to make that item better. Students will describe how they would improve and what it would look like.

Accelerated Learning Opportunities

Mustang Missions:

(Grade 3-6)

Mission #1: Read Lawn Boy, by Gary Paulsen. Discuss and define business and entrepreneurship. Brainstorm a list of entrepreneurship ideas students would like to begin. Define and describe penny stocks, investments, investors, stockbrokers and services as you progress through the book. At the completion of the book, choose the best entrepreneurship option and create a plan how the students would turn the idea into a reality. Include what items are needed to start the business, prices of items and manufacturing and/or price of supplies needed to complete a service, where would he/she receive the start-up funds, etc...Share completed project at the end of the unit.

Mission #2:

Utilizing the online Coffee Shop Game, this resource provides an interactive way to apply their knowledge about economics vocabulary and key concepts such as supply and demand and opportunity cost.

Coffee Shop provides students with the opportunity to develop a coffee shop adjusting the coffee recipe and price to consumers' wants factoring in reputation, taste, weather and price. Students also need to maintain a budget by purchasing new ingredients every day.

At the end of this booklet, there is a guided reflection to more directly tie students' experiences throughout the game to vocabulary knowledge.

Mission #3: Shopping on a Budget

This is a real-world situation activity where students will work within a budget and calculate percentages of a number, discounts, sales tax and totals. This will encompass skills such as finding percentages of a number, calculating discounts and sales tax, and working within a budget. Students will be given a certain amount of "money". They will use this money to "purchase" items described in the instructions. Workspace and budgeting tables are included to help students manage their purchases and show their work. They will need access to sales flyers or the internet to locate items to purchase. This lesson will also reinforce the topics of needs, wants, supply, and demand.