MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Baker, Roberts, and South Valley
Gifted & Talented

Challenge: Year 2
Grades 2 and 3

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Prepared/Revised by: *Laura Dishong, Kristin Dzuranin, Valerie Luther, Mark Ambrosino, Thomas Kacerek, Katie Paetzold, Cydnee Perman, Julie Catrambone, Maryellen Heeneke, John Considine, Ann Ferruggia, Amy Miele*
Updates August 2023
Supervisors: Michele Hassall and Patricia Rowe

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Ms. Patricia Rowe*, Visual & Performing Arts, Technology & Engineering, Business K-12*

Ms. Leslie Wyers*, Special Education Pre-K – 6*

Course Description and Fundamental Concepts

<u>Challenge Description</u>

Students who qualify for the pullout program work with the challenge teacher in small groups.   Students work on cross-curricular projects which encourage use of analytical and critical thinking skills (analysis, synthesis, and evaluation).

- Cross-curricular Units:
    - o   Music and Movement
    - o   STEAM
    - o   Arts Integration
    - o   Mindfulness, Mindset & Well-being
    - o   Innovation Lab

- Thinking Skills
    - o   Evaluation – judge the value of new info and make predictions
    - o   Synthesis - combine various pieces of info to form a new product
    - o   Analysis - develop relationships between components of information
    - o   Application - utilize previously learned information in a new situation
    - o   Comprehension - understand information and text
    - o   Knowledge - recall data and information

Content Standards: Visual & Performing Arts, Technology, Physical Education, English/Language Arts, and Gifted and Talented

Visual And Performing Arts

Performing Arts Standards: General Music (*by the end of Grade 2*)	
1.3A.2Cr.1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas
1.3A.2.Cr3a	Interpret and apply personal, peer, and teacher feedback to revise personal music.
1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audiences.
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance.
1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.and melodic patterns using iconic or standard notation.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.

1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
1.3A.2.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.5.5.Cr1	b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
1.5.5.Cr2	a. Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2	b. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2	c. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3	a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr4	a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr5	a. Prepare and present artwork safely and effectively.
1.5.5.Pr6	a. Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re7	a. Speculate about artistic processes, interpret, and compare works of art and other responses.
1.5.5.Re7	b. Analyze visual arts including cultural associations.
1.5.5.Re8	a. Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

1.5.5.Re9	a. Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn10	a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn11	a. Communicate how art is used to inform the values, beliefs and culture of an individual or society.
1.5.5.Cn11	b. Communicate how art is used to inform others about global issues, including climate changes.

Computer Science & Design Thinking (NJSLS 8) <mark>(Replaces Ed Tech Chart - Add Units)</mark>

	8.1 COMPUTER SCIENCE		
	COMPUTING SYSTEMS (CS)		
Unit	**Standard Code**	**Core Idea**	**Performance Expectations**
2, 5	8.1.2.CS.1	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
2, 5	8.1.2.CS.2	A computing system is composed of software and hardware.	Explain the functions of common software and hardware components of computing systems.
2, 5	8.1.2.CS.3	Describing a problem is the first step toward finding a solution when computing systems do not work as expected.	Describe basic hardware and software problems using accurate terminology.
2, 5	8.1.5.CS.1	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.	Model how computing devices connect to other components to form a system.
	8.1.5.CS.2	Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	Model how computer software and hardware work together as a system to accomplish tasks.

	8.1.5.CS.3	Shared features allow for common troubleshooting strategies that can be effective for many systems.	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
NETWORK AND THE INTERNET (NI)			
	8.1.2.NI.1	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
2, 5	**8.1.2.NI.2**		Describe how the Internet enables individuals to connect with others worldwide.
	8.1.2.NI.3	Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.	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.
	8.1.5.NI.1	Information needs a physical or wireless path to travel to be sent and received.	Develop models that successfully transmit and receive information using both wired and wireless methods.
	8.1.5.NI.2	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital).	Describe physical and digital security measures for protecting sensitive personal information.
IMPACTS OF COMPUTING (IC)			
	8.1.2.IC.1	Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).	Compare how individuals live and work before and after the implementation of new computing technology.
2, 5	**8.1.5.IC.1**	The development and modification of computing technology is driven by individuals' needs and wants and can affect individuals differently.	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 AND ANALYSIS (DA)			
	8.1.2.DA.1	Individuals collect, use, and display data about individuals and the world around them.	Collect and present data, including climate change data, in various visual formats.
	8.1.2.DA.2	Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.	Store, copy, search, retrieve, modify, and delete data using a computing device.
2, 5	**8.1.2.DA.3**	Data can be used to make predictions about the world.	Identify and describe patterns in data visualizations.
	8.1.2.DA.4		Make predictions based on data using charts or graphs.
2, 5	**8.1.5.DA.1**	Data can be organized, displayed, and presented to highlight relationships.	Collect, organize, and display data in order to highlight relationships or support a claim.
	8.1.5.DA.2	The type of data being stored affects the storage requirements.	Compare the amount of storage space required for different types of data.
2, 5	**8.1.5.DA.3**	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	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
2, 5	**8.1.5.DA.5**	Many factors influence the accuracy of inferences and predictions.	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
ALGORITHMS AND PROGRAMMING (AP)			
	8.1.2.AP.1	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process	Model daily processes by creating and following algorithms to complete tasks.

2, 5	**8.1.2.AP.2**	Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images).	Model the way programs store and manipulate data by using numbers or other symbols to represent information.
	8.1.2.AP.3	Computers follow precise sequences of steps that automate tasks.	Create programs with sequences and simple loops to accomplish tasks.
1, 2, 3, 5	**8.1.2.AP.4**	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	Break down a task into a sequence of steps.
1, 2, 3, 4, 5	**8.1.2.AP.5**	People work together to develop programs for a purpose, such as expressing ideas or addressing problems.	Describe a program's sequence of events, goals, and expected outcomes.
	8.1.2.AP.6	The development of a program involves identifying a sequence of events, goals, and expected outcomes, and addressing errors (when necessary).	Debug errors in an algorithm or program that includes sequences and simple loops.
	8.1.5.AP.1	Different algorithms can achieve the same result. Some algorithms are more appropriate for a specific use than others.	Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
	8.1.5.AP.2	Programming languages provide variables, which are used to store and modify data.	Create programs that use clearly named variables to store and modify data.
	8.1.5.AP.3	A variety of control structures are used to change the flow of program execution (e.g., sequences, events, loops, conditionals).	Create programs that include sequences, events, loops, and conditionals.
2, 5	**8.1.5.AP.4**	Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Programs can also be created by incorporating smaller portions of programs that already exist.	Break down problems into smaller, manageable sub-problems to facilitate program development.
2, 5	**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.

2, 5	8.1.5.AP.6	Individuals develop programs using an iterative process involving design, implementation, testing, and review.	Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.
	8.2 DESIGN THINKING		
	ENGINEERING DESIGN (ED)		
2, 5	8.2.2.ED.1	Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.	Communicate the function of a product or device.
2, 5	8.2.2.ED.2		Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
2, 5	8.2.2.ED.3		Select and use appropriate tools and materials to build a product using the design process.
2, 5	8.2.2.ED.4	Limitations (constraints) must be considered when engineering designs.	Identify constraints and their role in the engineering design process.
	8.2.5.ED.1	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	Explain the functions of a system and its subsystems.
2, 5	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.
2, 5	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.
2, 5	8.2.5.ED.4	Engineering design requirements include desired features and limitations that need to be considered.	Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). "
2, 5	8.2.5.ED.5		Describe how specifications and limitations impact the engineering design process.
2, 5	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 (ITH)		

2, 5	8.2.2.ITH.1	Human needs and desires determine which new tools are developed.	Identify products that are designed to meet human wants or needs.
2, 5	8.2.2.ITH.2		Explain the purpose of a product and its value.
2, 5	8.2.2.ITH.3	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.	Identify how technology impacts or improves life.
2, 5	8.2.2.ITH.4		Identify how various tools reduce work and improve daily tasks.
2, 5	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.
2, 5	8.2.5.ITH.1	Societal needs and wants determine which new tools are developed to address real-world problems.	Explain how societal needs and wants influence the development and function of a product and a system.
2, 5	8.2.5.ITH.2	A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.	Evaluate how well a new tool 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.
2, 5	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 (NT)		
	8.2.2.NT.1	Innovation and the improvement of existing technology involves creative thinking.	Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.
2, 5	**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.
2, 5	**8.2.5.NT.1**	Technology innovation and improvement may be influenced by a variety of factors.	Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.
2, 5	**8.2.5.NT.2**	Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

2, 5	8.2.5.NT.3		Redesign an existing product for a different purpose in a collaborative team.
2, 5	8.2.5.NT.4		Identify how improvement in the understanding of materials science impacts technologies.
EFFECTS OF TECHNOLOGY ON THE NATURAL WORLD (ETW)			
2, 5	8.2.2.ETW.1	The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.	Classify products as resulting from nature or produced as a result of technology.
2, 5	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.
2, 5	8.2.5.ETW.1	The technology developed for the human designed world can have unintended consequences for the environment. Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.	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.
2, 5	8.2.5.ETW.4		Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
2, 5	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 AND CULTURE (EC)			

	8.2.2.EC.1	The availability of technology for essential tasks varies in different parts of the world.	Identify and compare technology used in different schools, communities, regions, and parts of the world.
	8.2.5.EC.1	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Physical Education

Standard #	Standard Description
2.1.2.E.1	Identify basic social and emotional needs of all people.
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.4	Correct movement errors in response to feedback.

2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

English/Language Arts

Standard #	Standard Description
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.
R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R6	Assess how point of view or purpose shapes the content and style of a text.
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.
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.
R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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.
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.
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.
RL.2.8	(Not applicable to literature)
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.
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
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.
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.
RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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).
RL.3.8	(Not applicable to literature)
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).

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.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RI.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.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RI.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.4	(Begins in grade 3)
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.9	(Begins in grade 4)
W.2.10	(Begins in grade 3)

W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	    A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	    B. Provide reasons that support the opinion.
	    C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	    D. Provide a conclusion.

W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	    A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
	    B. Develop the topic with facts, definitions, and details.
	    C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
	    D. Provide a conclusion.

W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
	    A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	    B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	    C. Use temporal words and phrases to signal event order.
	    D. Provide a sense of closure.

W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. New Jersey Student Learning Standards for English Language Arts Page 7 of 12 Research to Build and Present Knowledge.
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.9	(Begins in grade 4)
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.

SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.

SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L5	Demonstrate understanding of word relationships and nuances in word meanings.
L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	    A. Use collective nouns (e.g., group).
	    B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
	    C. Use reflexive pronouns (e.g., myself, ourselves).
	    D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	    E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
	    F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    A. Capitalize holidays, product names, and geographic names.
	    B. Use commas in greetings and closings of letters.
	    C. Use an apostrophe to form contractions and frequently occurring possessives.
	    D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
	    E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.

L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
	    A. Use sentence-level context as a clue to the meaning of a word or phrase.
	    B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	    C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
	    D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
	    E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	    A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
	    B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	    A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	    B. Form and use regular and irregular plural nouns.
	    C. Use abstract nouns (e.g., childhood).
	    D. Form and use regular and irregular verbs.
	    E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
	    F. Ensure subject-verb and pronoun-antecedent agreement.
	    G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	    H. Use coordinating and subordinating conjunctions.

		I. Produce simple, compound, and complex sentences.

L.3.2		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		    A. Capitalize appropriate words in titles.
		    B. Use commas in addresses.
		    C. Use commas and quotation marks in dialogue.
		    D. Form and use possessives.
		    E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
		    F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
		    G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		    A. Choose words and phrases for effect.
		    B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4		Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
		    A. Use sentence-level context as a clue to the meaning of a word or phrase.
		    B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
		    C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
		    D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5		Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
		    A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
		    B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
		    C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Gifted and Talented Education (National Association for Gifted Children Standards)

Standard #	Standard Description
NAGC 1.1	*Self-Understanding.* Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
1.2	*Self-Understanding.* Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.
1.3	*Self-Understanding.* Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
1.4	*Awareness of Needs.* Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
1.5	*Awareness of Needs.* Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.
1.6	*Cognitive and Affective Growth.* Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
1.7	*Cognitive and Affective Growth.* Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
1.8	*Cognitive and Affective Growth.* Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).
2.1	*Identification.* All students in grades PK-12have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.
2.2	*Identification.* Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.
2.3	*Identification.* Students with identified needs represent diverse backgrounds and reflect the total student population of the district.
2.4	*Learning Progress and Outcomes.* Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.
2.5	*Evaluation of Programming.* Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.

2.6	*Evaluation of Programming.* Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.
3.1	*Curriculum Planning.* Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.
3.2	*Talent Development.* Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.
3.3	*Talent Development.* Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
3.4	*Instructional Strategies.* Students with gifts and talents become independent investigators.
3.5	*Culturally Relevant Curriculum.* Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
3.6	*Resources.* Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.
4.1	*Personal Competence.* Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
4.2	*Social Competence.* Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.3	*Leadership.* Students with gifts and talents demonstrate personal and social responsibility and leadership skills.
4.4	*Cultural Competence.* Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. 1 They use positive strategies to address social issues, including discrimination and stereotyping.
4.5	*Communication Competence.* Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.
5.1	*Variety of Programming.* Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.
5.2	*Coordinated Services.* Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.

5.3	*Collaboration.* Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.
5.4	*Resources.* Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.
5.5	*Comprehensiveness.* Students with gifts and talents develop their potential through comprehensive, aligned programming and services.
5.6	*Policies and Procedures.* Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).
5.7	*Career Pathways.* Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.
6.1	*Talent Development.* Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.
6.2	*Socio-emotional Development.* Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.
6.3	*Lifelong Learners.* Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.
6.4	*Ethics.* Students develop their gifts and talents as a result of educators who are ethical in their practices.

Career Awareness, Exploration, Preparation, and Training (**Standard 9.2**)
List appropriate units below for which standards will be addressed

By Grade 2		
Unit Addressed	**Core Idea**	**Standard / Description**
1, 2, 3, 4, 5	Different types of jobs require different knowledge and skills.	*9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.*
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.	*9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.*

2, 5	There are benefits and drawbacks to being an entrepreneur.	*9.2.2.CAP.3: Define entrepreneurship and social entrepreneurship.* *9.2.2.CAP.4: List the potential rewards and risks to starting a business.*

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))
List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	**Core Idea**	**Standard / Description**
1, 2, 3, 4, 5	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	*9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.* *9.2.5.CAP.2: Identify how you might like to earn an income.* *9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.* *9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.*
	Income and benefits can vary depending on the employer and type of job or career.	*9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.*
	There are a variety of factors to consider before starting a business.	*9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. •* *9.2.5.CAP.7: Identify factors to consider before starting a business.*
	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	*9.2.5.CAP.8: Identify risks that individuals and households face.* *9.2.5.CAP.9: Justify reasons to have insurance.*

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 2

Unit Addressed	Core Idea	Standard / Description
1, 2, 3, 4, 5	**Creativity and Innovation**: Brainstorming can create new, innovative ideas.	*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).*
1, 2, 3, 4, 5	**Critical Thinking and Problem-solving:** Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	*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).*
1, 2, 3, 4, 5	**Digital Citizenship:** Digital artifacts can be owned by individuals or organizations.	*9.4.2.DC.1: Explain differences between ownership and sharing of information.* *9.4.2.DC.2: Explain the importance of respecting digital content of others.*
1, 2, 3, 4	**Digital Citizenship:** Individuals should practice safe behaviors when using the Internet.	*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*
	Digital Citizenship: An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.	*9.4.2.DC.5: Explain what a digital footprint is and how it is created.*
	Digital Citizenship: Digital communities allow for social interactions that can result in positive or negative outcomes.	*9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.*

	Digital Citizenship: Young people can have a positive impact on the natural world in the fight against climate change.	*9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).*
1, 3, 4, 5	**Global and Cultural Awareness:** Individuals from different cultures may have different points of view and experiences.	*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).*
1, 2, 3, 4, 5	**Information and Media Literacy:** Digital tools and media resources provide access to vast stores of information that can be searched	*9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource*
1, 2, 4,	**Information and Media Literacy:** Digital tools can be used to display data in various ways.	*9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).*
1, 2, 3, 4, 5	**Information and Media Literacy:** A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	*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).*
1, 2, 3, 4, 5	**Information and Media Literacy:** Information is shared or conveyed in a variety of formats and sources.	*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).*
2, 5	**Technology Literacy:** Digital tools have a purpose.	*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.).*

2, 5	**Technology Literacy:** Collaboration can simplify the work an individual has to do and sometimes produce a better product	*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).*

Life Literacies and Key Skills ([Standard 9.4](#))
List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	**Core Idea**	**Standard / Description**
5	**Creativity and Innovation**: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	*9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).* *9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).*
2, 5	**Creativity and Innovation**: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	*9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).* *9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).*
2, 5	**Critical Thinking and Problem-solving:** The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	*9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).* *9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).* *9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.*

		9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
2, 3, 5	**Digital Citizenship:** Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.	*9.4.5.DC.1: Explain the need for and use of copyrights.* *9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.* *9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.*
2, 3, 5	**Digital Citizenship:** Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	*9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).*
	Digital Citizenship: Digital identities must be managed in order to create a positive digital footprint.	*9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity*
	Digital Citizenship: Digital tools have positively and negatively changed the way people interact socially.	*9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).* *9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.*
	Digital Citizenship: Digital engagement can improve the planning and delivery of climate change actions.	*9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).*
1, 3, 5	**Global and Cultural Awareness:** Culture and geography can shape an individual's experiences and perspectives.	*9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).*

1, 2, 3, 4, 5	**Information and Media Literacy:** Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	*9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).*
1, 2, 3, 4, 5	**Information and Media Literacy:** Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	*9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).* *9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.*
2, 5	**Information and Media Literacy:** Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	*9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.* *9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).*
1, 2, 3, 4, 5	**Information and Media Literacy:** Specific situations require the use of relevant sources of information.	*9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).* *9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).*
2, 5	**Technology Literacy:** Different digital tools have different purposes.	*9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.* *9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.* *9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.*
2, 5	**Technology Literacy:** Collaborating digitally as a team can often develop a better artifact than an individual working alone.	*9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).* *9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).*

Visual & Performing Arts Integration (Standard 1)
List appropriate units below for which standards (1.1 through 1.4) may be addressed

Unit Addressed	Standard #	Standard Description
1, 2, 4, 5	**Standard 1.1**	**The Creative Process:** *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.*
1	**Standard 1.2**	**History of the Arts and Culture:** *All students will understand the role, development, and influence of the arts throughout history and across cultures.*
1, 2	**Standard 1.3**	**Performing/Presenting/Producing:** *All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.*
1, 2	**Standard 1.4**	**Aesthetic Responses & Critique Methodologies:** *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.*

Other Interdisciplinary Content Standards
List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
	6.1.4.A.14	*Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.*
	6.1.4.B.1	*Compare and contrast information that can be found on different types of maps and determine how the information may be useful.*
1	**6.1.4.D.20**	*Describe why it is important to understand the perspectives of others held by their cultures, and their individual points of view. cultures in an interconnected world*
1, 4	**NJSLSA.R10**	*Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.*

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1: Music and Movement (Phys. Ed. and Music)	**September** (~5 days)
Unit 1: Music and Movement (Phys. Ed. and Music)	**October** (~5 days)
Unit 2: STEAM (Art and Technology)	**November** (~5 days)
Unit 2: STEAM (Art and Technology)	**December** (~5 days)
Unit 3: Arts Integration (Art and Music)	**January** (~5 days)
Unit 3: Arts Integration (Art and Music)	**February** (~5 days)
Unit 4: Mindfulness (Phys. Ed. and Media)	**March** (~5 days)
Unit 4: Mindfulness (Phys. Ed. and Media)	**April** (~5 days)
Unit 5: Innovation Lab (Media and Technology)	**May** (~5 days)
Unit 5: Innovation Lab (Media and Technology)	**June** (~5 days)

Unit Name: Unit 1: Music and Movement

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS
New Jersey Student Learning Standards for Comprehensive Health and Physical Education---2.2.4.A.2, 2.2.4.C.2, 2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.3, 2.5.4.A.4, 2.5.4.B.2

Computer Science & Design Thinking (NJSLS 8) – 8.1.2.AP.4, 8.1.2.AP.5

New Jersey Core Curriculum Content Standards for Visual and Performing Arts--
  Music: 1.3A35.Cr1a, 1.3A.5Cr2a, 1.3A.5.Cr3a &b, 1.3A.5.Pr4d,e, 1.3.5Pr5a,b, 1.3A.5Pr6a&b,
 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a
  Dance: 1.1.5.Cr1a, 1.1.5.Cr1b, 1.1.5.Cr2b, 1.1.5.Pr4a,b,c, 1.1.5.Pr6b, 1.1.5.Pr6d, 1.1.5.Re7a, 1.1.5.Cn11a

NAGC Standards---Standard 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 Standard 3.2,3.3, 3.4, 3.5 Standard 4.1, 4.2, 4.3, 4.4, 4.5

NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- How can music be expressed through movement?
- In what ways can movement be a tool for self-expression?
- How can props be utilized to fulfill the intent of choreography in a performance?
- How can we create a new work using a poem as inspiration?
- In what ways can we work as a team to develop problem-solving skills?

Objectives

Students will be able to…
- work as a team to create a common goal.
- communicate with peers in a positive and productive manner.
- participate in teamwork activities.
- perform movement to music with and without props.
- work as a team to create new choreography to music with props.
- create a performance based on a poem using instruments and/or movement.

- provide positive critique to classmates to improve performances.
- edit and improve performances based on critique.

Unit Name: Unit 2: STEAM

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS
New Jersey Student Learning Standards
 Computer Science & Design Thinking (NJSLS 8) – 8.1.2.CS.1, 8.1.2.CS.2, 8.1.2.CS.3, 8.1.5.CS.1, 8.1.2.NI.2, 8.1.5.IC.1, 8.1.2.DA.3, 8.1.5.DA.1, 8.1.5.DA.3, 8.1.5.DA.5, 8.1.2.AP.2, 8.1.2.AP.4, 8.1.2.AP.5, 8.1.5.AP.4, 8.1.5.AP.5, 8.1.5.AP.6, 8.2.2.ED.1, 8.2.2.ED.2, 8.2.2.ED.3, 8.2.2.ED.4, 8.2.5.ED.2, 8.2.5.ED.3, 8.2.5.ED.4, 8.2.5.ED.5, 8.2.5.ED.6, 8.2.2.ITH.1, 8.2.2.ITH.2, 8.2.2.ITH.3, 8.2.2.ITH.4, 8.2.2.ITH.5, 8.2.5.ITH.1, 8.2.5.ITH.2, 8.2.5.ITH.4, 8.2.2.NT.2, 8.2.5.NT.1, 8.2.5.NT.2, 8.2.5.NT.3, 8.2.5.NT.4, 8.2.2.ETW.1, 8.2.2.ETW.2, 8.2.5.ETW.1, 8.2.5.ETW.4, 8.2.5.ETW.5
 Visual Arts -- 1.1.2.D.1-2; 1.1.5.D.1-2, 1.2.2.A.1-2; 1.2.5.A.1-3, 1.3.2.D.1-5; 1.3.5.D.1-5, 1.4.2.A.1-4; 1.4.2.B.1-3; 1.4.5.A.1-3; 1.4.5.B.1-5

National Association of Gifted Children Standards (1.1-1.8, 3.2-3.6, 4.1-4.5, 5.1-5.7)
(http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf)

NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- What concepts and habits should students garner and practice to strengthen their creativity as innovators?
- What methodology, process, or system should students cultivate to help them become creative innovators?
- What specific steps should students learn?
- How can students become more proficient in completing these steps effectively?
- What do students need to learn in order to overcome obstacles in creative innovation?
- How can student ideas become stronger, more artistic, and truly innovative?
- How can students recognize the relationship between scientific and mathematical principles and artwork?

Objectives

Students will be able to…
- Recognize the importance of process in order to design or create something new.
- Understand and explain the Creative Process.

- Understand and explain each of the steps of the Creative Process:
  - **ASK/RESEARCH** (Knowledge and comprehension - recall data and information; use this info to formulate new questions; discover and understand information relating to a problem)
  - **IMAGINE/EXPLORE** (Application - utilize previously learned info and apply to a new challenge/idea)
  - **PLAN/DISCOVER** (Analyze - examine information to brainstorm and determine possible outcomes or manifestations)
  - **CREATE** (Synthesis - combine pieces of information and skills garnered to create a new product)
  - **REFLECT/IMPROVE** (Evaluation - judge the value of the work, engage in collaborative critique, and self-assess to determine possible improvements)
- Perform various exercises and/or activities geared toward creative design/expression in order to complete and embrace each step of the Creative Process.
- Recognize the importance of failure and flexibility, as well as acceptance of critique when creating something new.
- Experience a broader and deeper exploration of their thoughts and ideas.
- Demonstrate an ability to produce artwork including and by the process of scientific and mathematical concepts.

Unit Name: Unit 3: Arts Inspiration

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS
New Jersey Student Learning Standards for Visual and Performing Arts

Visual Art - 1.5.2.Cr1, 1.5.2.Cr1, 1.5.2.Cr2, 1.5.2.Cr2, 1.5.2.Cr3, 1.5.2.Re7, 1.5.2.Re9, 1.5.2.Cn11, 1.5.5.Cr1, 1.5.5.Cr1, 1.5.5.Cr2, 1.5.5.Cr2, 1.5.5.Cr3, 1.5.5.Re7, 1.5.5.Re7, 1.5.5.Re8, 1.5.5.Cn11

Computer Science & Design Thinking (NJSLS 8) – 8.1.2.AP.4, 8.1.2.AP.5

Music: 1.3A.5.Cr1a, 1.3A.5.Cr3a, 1.3A.5.Pr4a, 1.3A.5.Pr4d,e, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

National Association of Gifted Children Standards (1.1-1.8, 3.2-3.6, 4.1-4.5, 5.1-5.7)
(http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf)

NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- How are visual art and music connected?
- How can music influence visual art, and vice versa?
- Which visual artists were inspired by music, and vice versa?
- How can we translate music into a visual medium?
- How can we express visual art through music and movement?
- How can music and visual art be used as tools to enhance the experience of each?

Objectives

Students will be able to…
- Explore connections between the elements of art and related musical concepts
- Translate a musical composition into a realistic visual artwork, and vice versa
- Identify artists and musicians who were inspired by each other's work
- Compose movement or dance based on a work of visual art

Unit Name: Unit 4: Mindfulness, Mindset, and Well-Being

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS
New Jersey Student Learning Standards for Comprehensive Health and Physical Education---2.1.4.A.1, 2.1.4.A.2,2.1.2.E.2 2.1.2.E.3 2.1.2.E.1 2.1.12.E.4 2.2.12.A.2 2.2.6.A.1 2.2.4.A.2
Standard 2.5(Motor Skill development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle. 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4, 2.5.2.B.1, 2.5.2.C.1, 2.5.2.C.2

NJ ELA Standards---NJSLSA--R9, R10, W5, W10,SL.1, 2, 3. 4 & RL.3.1, 3.2

Computer Science & Design Thinking (NJSLS 8) – 8.1.2.AP.4

NAGC Standards---Standard 1, Standard 3-3.2, 3.4, Standard 4, Standard 5-5.1, 5.2, 5.3, 5.4

NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- What skills can I use to help manage my feelings?
- What chemical and physical things happen in my brain when I am anxious or worried?
- How can I improve my emotional balance?
- How can I use mindfulness to help me pay attention?
- How can we create a new game and yoga poses?
- What is the difference between aerobic and yoga?
- In what way can we work together to perform problem-solving activities?

Objectives

Students will be able to…
- Work as a team to complete a common goal.
- Communicate with their peers in a positive and productive manner.
- Participate in mindfulness warm- up and cool-down activities.
- Create new games and yoga poses based upon what they have learned.
- Participate in Problem-Solving activities.
- Participate in Aerobic and Yoga activities
- Learn skills that will help them with future problem-solving.
- Learn the life skills of grit, flexibility and self soothing.

Unit Name: Unit 5: Innovation Lab

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS
New Jersey Student Learning Standards
    Computer Science & Design Thinking (NJSLS 8) – 8.1.2.CS.1, 8.1.2.CS.2, 8.1.2.CS.3, 8.1.5.CS.1, 8.1.2.NI.2,
8.1.5.IC.1, 8.1.2.DA.3, 8.1.5.DA.1, 8.1.5.DA.3, 8.1.5.DA.5, 8.1.2.AP.2, 8.1.2.AP.4, 8.1.2.AP.5, 8.1.5.AP.4, 8.1.5.AP.5,
8.1.5.AP.6, 8.2.2.ED.1, 8.2.2.ED.2, 8.2.2.ED.3, 8.2.2.ED.4, 8.2.5.ED.2, 8.2.5.ED.3, 8.2.5.ED.4, 8.2.5.ED.5, 8.2.5.ED.6,
8.2.2.ITH.1, 8.2.2.ITH.2, 8.2.2.ITH.3, 8.2.2.ITH.4, 8.2.2.ITH.5, 8.2.5.ITH.1, 8.2.5.ITH.2, 8.2.5.ITH.4, 8.2.2.NT.2,
8.2.5.NT.1, 8.2.5.NT.2, 8.2.5.NT.3, 8.2.5.NT.4, 8.2.2.ETW.1, 8.2.2.ETW.2, 8.2.5.ETW.1, 8.2.5.ETW.4, 8.2.5.ETW.5

    E/LA -- NJSlSA --- R1, R3, R6, R8, R9, R10 & W2-W10 & SL1-SL6
        RL-- 3.1-3.10

National Association of Gifted Children Standards 1.1-1.8, 3.2-3.6, 4.1-4.5, 5.1-5.7

NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- How can students use empathy to help identify problems around them?
- What literacies and skills are useful in developing effective new ideas and products?
- What tools are available to help us effectively develop ideas and create new end-products?
- How can students use technology to effect change in their community or create a new end-product?
- What attitudes (grit) and skills will help students become stronger innovators?
- What methodology, process, or system will help students become stronger innovators?
- How can students work individually or in a group to solve problems and innovate?
- How can student ideas become stronger, more thoughtful, and more innovative?
- How can students present their innovations to their school, their peers, or their community?

Objectives

Students will be able to…
- Identify a school or community problem in need of innovation or solutions
- Recognize the importance of process in order to create something new or innovative
- Apply the steps of the Engineering Design Process (EDP) -- and the thinking skills that coincide with each step -- to develop an innovation or solve a problem:
    - **ASK** (Knowledge - recall data and information; use this info to formulate new questions)
    - **RESEARCH** (Comprehension - discover and understand information relating to the problem)
    - **IMAGINE** (Application - utilize previously learned info and apply to the new problem)

- o **PLAN** (Analyze - examine information to brainstorm and determine best possible solutions)
- o **CREATE** (Synthesis - combine pieces of info to form a new product)
- o **TEST** (Evaluation - judge the value of the innovation and determine possible improvements)
- o **IMPROVE** (communicate or share solution/product)
- Perform various exercises and/or activities in order to complete each of the steps of the EDP
- Apply lessons and concepts learned from literature to the innovation process
- Recognize the importance of repeated attempts and failure in the creation of something new or in finding a solution to a problem
- Collaborate effectively with others to improve ideas and creations
- Experience a broader and deeper exploration of their thoughts and ideas
- Work hard showing grit until the innovation or solution is completed
- Present their innovation to the community and put it into use

Please contact the Content Supervisor for any questions.