Unit 1: Introduction to Coding & Solar Design Copied from: TAG Grades 7-8 Resources, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

Talented & Gifted Program

Grades 7 & 8

Introduction to Coding and Solar Design

Belleville Board of Education

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Unit Overview

PHILOSOPHY

The philosophy of the Talented & Gifted Program for Belleville Public Schools is to recognize the unique talents and capabilities of all students. Students who demonstrate exceptional abilities require a challenging and a differentiated curriculum. We recognize that students learn in different ways and posses different experiences and levels of understanding. Students deserve an educational environment that is challenging, stimulating, individualized, and learner driven. The curriculum has been designed to maximize students' creative, cultural, and cognitive needs. The cornerstone belief of the Talented & Gifted program is that children learn best when they are actively engaged in the quest for knowledge.

PURPOSE

The purpose of the Belleville School District Talented & Gifted Program:

- Provides students with learning experiences to increase their cognitive and affective abilities through frequent applications of creative thinking, problem solving, critical thinking, exploration, discovery, and experimentation.
- This program will provide educational opportunities and activities to every student in his/her personal learning style, to

include visual-spatial, musical, naturalist, bodily kinesthetic, interpersonal, intrapersonal, linguistic, verb-linguistic, and logical-mathematical.

- Students will be encouraged to develop and apply higher level thinking processes to become producers of information, as well as consumers of information.
- The program will enhance each student's level of understanding concepts, ideas, and issues in the areas of knowledge, comprehension, application, analysis, synthesis, and evaluation.
- The intellectual architecture of this unit will be fueled by teacher designed lessons that build upon identified students' strengths, interests, and talents.
- The program is designed to be student driven in which the teacher acts as a facilitator, guide, or resource for personal or small group inquiries and investigations.
- The three characteristics used for identifying students are above average ability, task commitment, and creativity.
- Provide a three-part model of learning activities which would include Tier One as whole group instruction in the classroom setting during the school day, Tier Two as small group instruction and planned activities in the classroom setting during the school day involving cross-curricular involvement, and Tier Three as an after school enrichment program for students in grades three through five who meet the established criteria.
- The students are identified based on unique talents, abilities, and interests to form a talent pool.

At the 7th & 8th grade levels, enrichment is intended for all students. It will be available to encourage students, and give them additional opportunities to achieve their highest potential. A pull out program in grades seven and eight has been designed for those students who demonstrate exceptional ability, talent, and potential. Students chosen to participate in this program will be required to meet established acceptance criteria.

TALENTED & GIFTED PULL OUT PROGRAM GOALS

1. Provide a differentiated curriculum for students who demonstrate exceptional cabilities and potential.
2. Identify and support each student's personal style to promote academic, social, and emotional growth for potential success.
3. Provide opportunities for students to pursue long-term investigations of personal interests.
4. Provide activities that promote growth and stimulation in higher cognitive processes such interpretation, analysis, application, synthesis, and evaluation.
5. To engage students in rich academic experiences coupled with high expectations, which will afford them opportunities to make meaningful connections between their learning and the larger world.
6. Develop an understanding of their own talents and interests in order to select and pace learning experiences necessary to become more self-directed learners.

TALENTED & GIFTED PROGRAM OBJECTIVES

1. The student will participate in learning activities in which one or more of the following strategies for differentiated instruction will be employed: interest groups, independent projects, learning centers, and tiered assignments.
2. The students will be exposed to a personal interest survey to help them focus their questions for personal or small group inquiry and investigation in grades seven and eight.
3. The students will participate in analysis and synthesis of information facilitated by, but not limited to, real world problem solving, mentorship, product creation, presentation, and self-evaluation.
4. Students will select topics of personal interest that they will research, engage in problem solving, and create solutions that are tied to real world application.
5. The students will use technological resources to facilitate their investigations.

GUIDELINES FOR INSTRUCTIONAL ACTIVITIES

Activities will include but not be limited to:

1. Personal interest inventories, and investigations pursuing those interests.
2. Inquiry of questions related to or arising from regular classroom studies or those proposed by the instructor.
3. Exploratory activities.

4. Student opportunities to engage in new endeavors involving questioning and investigation to secure new knowledge.
5. Those that encourage students to question, make inferences, and find evidence to support generalizations.

UNIT ONE: INTRODUCTION TO CODING OVERVIEW

Unit One of the T&G Enrichment Curriculum will focus on an introduction to coding and solar sprint design. Through the use of microprocessor microbit, students are tasks to complete guided projects in basic prototyping and design. Students will become more familiarized with key terminology in the creation and programing of basic computer engineering projects. Students will provide examples of Computer Science in the real world. They will also provide an overview of common problem-solving strategies.

Enduring Understanding

Enduring Understanding:

- Computer science is the science that deals with the theory and methods of processing information in digital computers, the design of computer hardware and software and their uses for processing information.
- Computer scientist use languages such as Drop & Drag Java Script to program microprocessors.
- Computer scientist utilize the process of the design loop to design, record, build, test, and evaluate.
- Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.
- Some technological problems are best solves through experimentation.
- Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed.

Essential Questions

Unit Essential Questions:

- What is computer science?
- Why study computer science?
- Why use Drop & Drag Java Script?
- How does the Scientific Method apply to solar design?
- What is a design loop and how does it apply to the design of solar vehicles?

Exit Skills

By the end of Unit 1: Introduction to Coding & Solar Design, students will have exposure to & complete: (5 out of the 10 - Coding Experiments)

- Code: Blinking an LED
- Code: Reading a Potentiometer
- Code: Reading a Photoresistor
- Code: Driving an RGB LED
- Code: Reading an SPDT Switch
- Code: Readin a Button Press
- Code: Reading the Temperature Sensor
- Code: Using a Servo Motor
- Code: Using a Buzzer
- Code: Using the Accelerometer
- Solar Design: Understand the function of a chassis, motor and battery pack and how these parts work together to make a car that moves and drives.
- Solar Design: Create a team, team name and theme for their solar sprint car

New Jersey Student Learning Standards (NJSLS-S)

MA.7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
MA.7.NS.A	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
MA.8.EE.B	Understand the connections between proportional relationships, lines, and linear equations.
MA.8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
MA.7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract

	rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
MA.7.NS.A.1d	Apply properties of operations as strategies to add and subtract rational numbers.
MA.7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
MA.7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.
MA.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
MA.8.F.A	Define, evaluate, and compare functions.
MA.7.EE.B	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
MA.7.G.A	Draw, construct, and describe geometrical figures and describe the relationships between them.
MA.7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
MA.7.G.B	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Interdisciplinary Connections

The T&G Curriculum areas of divergent thinking, convergent thinking, visual/spatial perceptions, interpretive thinking, and problem solving are integrated with Language Arts, Math, Science, and other content areas.

Learning Objectives

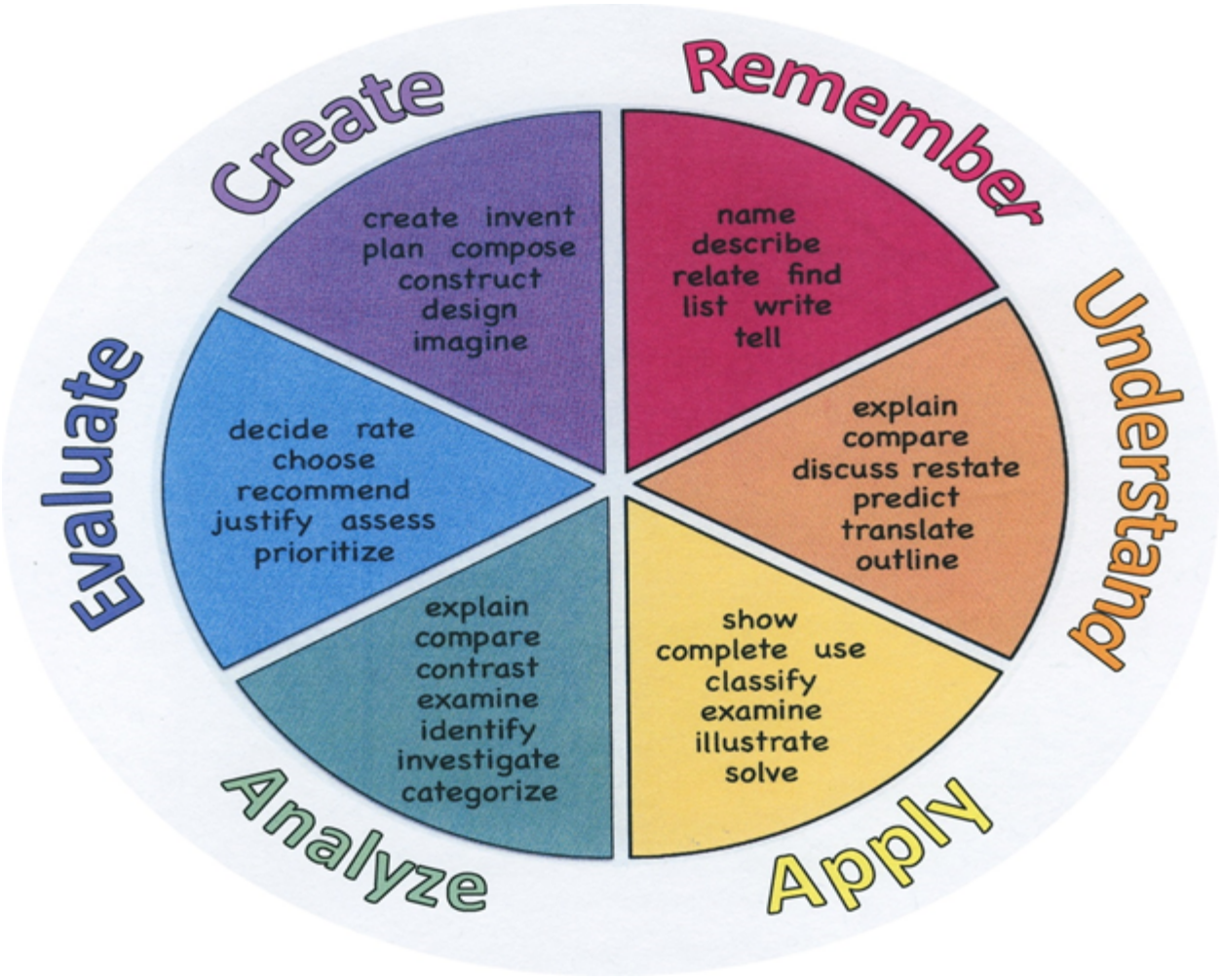
In this unit, students will be able to:

- utilize a microprocessor microbit, complete guided projects in basic prototyping and design
- familiarized with key terminology in the creation of programming of basic computer engineering projects

- assemble the basic components of a solar vehicle

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Integrated project-based learning experiments to be used with microbits and the Solar Sprint Journal are to be utilized in this unit.

Assessment Evidence - Checking for Understanding (CFU)

Project Completion (Summative)

Teacher Observation Checklist (Formative)

Multi media Reports (Alternative)

Portfolio (Summative)

Socratic Questioning (Formative)

Lab Journal (Alternative)

Do Now & Exit Ticket (Formative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite

- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

https://www.transoptions.org/jss-materials-andresources

Ancillary Resources

Cochran,Dana. *Solar Vehicles- Teacher's Guide.*Pitsco,Inc,2018.

Technology Infusion

- Designing STEM
- Google Classroom
- JamBoards
- 3D Printer
- CAD (Computer Assisted Drafting)

- Structures 2.0 software
- Flight and Space 2.0 software

- Ted Talks
- Youtube



Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy

- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Small Group Instruction

Study Guides

Project Based Learning

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Teacher reads assessments allowed
- Scheduled breaks

- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

Hi-Prep Differentiations:

- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Multiple intelligence options
- Project-based learning
- Problem-based learning
- Stations/centers

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

IEP and 504

Graphic Organizers

Powerpoints posted on google classroom

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment

and/or rubric.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Tutoring times offered

Allow students partial credit

Extended time

Positive Reinforcement

Preferred Seating

Check often for understanding

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Provide enrichment articles and assignments

Allow students to complete independent study assignments

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Introduction to Coding

NJSLS: see link

Interdisciplinary Connection: Language Arts

Statement of Objective: SWBAT: establish a baseline of knowledge and utilize a microbit to turn a light on and off

Anticipatory Set/Do Now: What is computer science? What jobs are in this field? What is coding?

Learning Activity: See attached document for step by step directions

Student Assessment/CFU's:

Small group setting

Flexible Seating

Think/Pair/Share

Multi-sensory approach

Materials: See attached

21st Century Themes and Skills:

- Communication and Collaboration
- Information Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving

Differentiation/Modifications:

Extended time

Rephrasing Directions

Integration of Technology:

Microbits

Chromebooks

TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.