

2024-2025 Gifted & Talented Grade 3

Content Area: **Gifted and Talented**
Course(s):
Time Period: **Full Year**
Length: **10 Weeks**
Status: **Published**

Language Arts - World Culture - Homes Around the World

Unit Rationale

This unit will expand the students' understanding of the world culture through exploring different types of homes around the world. The world is interconnected. What happens in one area of the world has an impact on the rest of the world. Sometimes that impact affects people personally, sometimes it affects our understanding of culture. One way we can learn to understand people and culture from other parts of the world is to study what type of home they live in. This can tell us a lot about the culture and everyday life people. Studying about different homes and cultures around the world encourages acceptance, inclusivity, and cultural awareness.

21st Century Life and Career

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Essential Questions

Why do people around the world live in different types of homes?

What can we learn about people from other cultures based on the homes they live in?

Pre-Assessments

- Instructional Level O for the 1st interval November-December from the [Fountas & Pinnell Instructional Level Expectations for Reading](#) (Exceeds Expectations)
- Earn an E in Reading, Writing, and Word Study on their most recent report card.

Instructional Plan

1 - Introduction to World Culture, Homes Unit

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

For Main Part of Lesson

- I can explain what **culture** means.
- I can name at least one world holiday that I learned about today.

Instructional Strategies and Activities

- 1) Introduce rules and expectations for *Gifted and Talented* class.
- 2) Teach students how to play Breakout EDU.
- 3) Watch the YouTube read-aloud, "*If the World Were a Village*" ([Linked here](#))
- 4) Watch the YouTube video, *Cultures of the World* ([Linked here](#))
- 3) Introduce the project - "Homes Around the World."
- 4) YouTube read-aloud of *If You Lived Here*, by Giles Larouche. ([Linked here](#))
- 5) Additional optional videos:
 - *What Is Culture - Elementary Lesson* ([Linked here](#)) This is a slide show that gives information and introduces world culture

- *Around the World for Kids* ([Linked here](#)) This is a slide show of pictures from around the world set to music

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

For the main part of the lesson:

1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.

2) Class discussion (questions and answers), about the topics covered in the video read-aloud about celebrations around the world.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

YouTube read-aloud of *If You Lived Here*, by Giles Larouche. ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

Homes Around the World Links([Linked here](#))

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

2 - Choose Your Home

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand that different **cultures** around the world have different ways of living.
- 3) WALT that the climate and lifestyle determine the type of housing.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

I can stretch my thinking to help me problem-solve.

For Main Part of Lesson

I can understand the rules and expectations for Gifted & Talented class.

I can use the Internet to help me make informed decisions.

I can name at least one type of home that I learned about today.

Instructional Strategies and Activities

- 1) Review the rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students play the Breakout EDU puzzle of the day.
- 3) Students watch the YouTube video, *Different Type of Homes Around the World for Kids* ([Linked here](#)).
- 4) Students watch the YouTube video, *Types of houses | Kutcha house and Pucca house | Different types of houses | Types of houses for kids* ([Linked here](#)).
- 5) Use this link for the Google search for houses around the world ([Linked here](#)).
- 6) Students commit to a type of housing and write it on their research packet ([Linked here](#)).

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

For the main part of the lesson:

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Class discussion (questions and answers), about the topics covered in the video read-aloud about homes around the world.
- 3) Students commit to a type of home to research.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

Homes Around the World Links([Linked here](#))

YouTube video, *Different Type of Homes Around the World for Kids* ([Linked here](#)).

YouTube video, *Types of houses | Kutcha house and Pucca house | Different types of houses | Types of houses for kids* ([Linked here](#)).

Research packet for *Homes Around the World* ([Linked here](#)).

Additional research links for research ([Linked here](#)).

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

3 - Safe Internet Search Techniques & Begin Research

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

For Main Part of Lesson:

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Show students how to use Google's Safe Search for Kids search engine([Linked here](#))
- 4) Students will research the type of home they chose in lesson 2. They will use books and the Internet.
- 5) Students will begin work on completing their research packet.

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

For the main part of the lesson:

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class.
- 2) Class discussion (questions and answers), about how to use Google's Safe Search for Kids search engine.
- 3) Questions and answers about information the students read in the books and learn on the Internet about homes around the world.
- 4) Students will begin to complete an information research packet about their type of home.

Instructional Materials and Resources

Assorted books about homes around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

4 - Research - Part II

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

For Main Part of Lesson:

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will research the type of home they chose in lesson 2. They will use books and the Internet.
- 4) Students will continue work on completing their research packet.

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

For the main part of the lesson:

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about how to use Google's Safe Search for Kids search engine.
- 3) Questions and answers about information the students read in the books and learn on the Internet about homes around the world.
- 4) Students will complete an information research packet about their type of home.

Instructional Materials and Resources

Assorted books about homes around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Dive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

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Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

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Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

5 - Research - Part III

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

For Main Part of Lesson:

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will research the type of home they chose in lesson 2. They will use books and the Internet.
- 4) Students will complete work on completing their research packet.

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

For the main part of the lesson:

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about how to use Google's Safe Search for Kids search engine.
- 3) Questions and answers about information the students read in the books and learn on the Internet about homes around the world.
- 4) Students will complete an information research packet about their type of home.

Instructional Materials and Resources

Assorted books about homes around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

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Google Safe Search for Kids ([Linked here](#))

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There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

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Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

6 - Google Sites - Part I

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet
- 5) WALT build a website using Google Sites

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

- I can stretch my thinking to help me problem-solve.
- I can play a game of Wordle for Kids

For Main Part of Lesson:

- I can understand the rules and expectations for Gifted & Talented class
- I can choose a holiday to research and explain why I chose this holiday to learn more about
- I can use safe searching techniques to learn about a world holiday using the Internet
- I can make a website using Google Sites

Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will learn how to build a website using Google Sites([Linked here](#)).

Formative Assessments

For Warm-up Activities including Breakout EDU:

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

For the main part of the lesson:

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about how to use Google Sites.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

Google Sites([Linked here](#)).

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

7 - Google Sites - Part II

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

5) WALT build a website using Google Sites

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

For Main Part of Lesson:

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

I can make a website using Google Sites

Instructional Strategies and Activities

1) Review rules and expectations for *Gifted and Talented* class **as needed**.

2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.

3) Students will continue learn how to build a website using Google Sites([Linked here](#)) to present the information from their research packet.

They will learn how to make a title page, new page, text boxes, pictures, etc...

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

For the main part of the lesson:

1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.

2) Class discussion (questions and answers), about how to use Google Sites.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Dive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

Google Sites ([Linked here](#)).

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

8 - Google Sites - Part III

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet
- 5) WALT build a website using Google Sites

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

For Main Part of Lesson:

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

I can make a website using Google Sites

Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will finish building their informational website about their type of home around the world using Google Sites([Linked here](#)).

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

For the main part of the lesson:

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about how to use Google Sites.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

Google Sites([Linked here](#)).

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

9 - Presentation of Research Project - Part I

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet
- 5) WALT build a website using Google Sites

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

For Main Part of Lesson:

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

I can make a website using Google Sites

Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will take turns presenting their project to their G&T classmates. This will help them build confidence as a presenter. It will also help them "proof" their presentation and make any necessary corrections.
- 4) Students will ask questions about each others' presentation and give productive feedback to each other.

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

For the main part of the lesson:

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about the Google Sites Presentations.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

Google Sites ([Linked here](#)).

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

10 - Presentation of Research Project - Part II

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet
- 5) WALT build a website using Google Sites

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

For Main Part of Lesson:

- I can understand the rules and expectations for Gifted & Talented class
- I can choose a holiday to research and explain why I chose this holiday to learn more about
- I can use safe searching techniques to learn about a world holiday using the Internet
- I can make a website using Google Sites

Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will take turns presenting their project to their grade-level classmates.
- 4) Students will answer questions from their classmates about their presentation.

Formative Assessments

For Warm-up Activities including Breakout EDU:

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.
- 2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

For the main part of the lesson:

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about the Google Sites Presentations.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

Google Sites ([Linked here](#)).

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some

time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the

length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

Integration of Diversity, Equity and Inclusion

[Immigrants Are a Vital Voice in the Climate Movement: Will Environmentalists Listen?](#)

[Unmuting Women's Voices in Climate Change Reporting](#)

Climate Change

[How Does Climate Change Affect Housing? - Local Logic](#)

[Climate Change and Housing: How Our Homes Must Adapt](#)

[Housing and Climate Change](#)

[Media Literacy](#)

[5 Interactive Climate Change Tools to Wow Your Students](#)

[Climate Change Resources for Students and Teachers](#)

[Climate and Change - NASA](#)

New Jersey Student Learning Standards: Content Area

GIFT.PK-12.1	Learning and Development
GIFT.PK-12.1.3	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.
GIFT.PK-12.1.4	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.
GIFT.PK-12.1.6	Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
GIFT.PK-12.1.7	Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
GIFT.PK-12.2.1	Identification. All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.
GIFT.PK-12.2.4	Learning Progress and Outcomes. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.
GIFT.PK-12.3.2	Talent Development. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.
GIFT.PK-12.3.3	Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
GIFT.PK-12.3.4	Instructional Strategies. Students with gifts and talents become independent investigators.
GIFT.PK-12.3.5	Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
GIFT.PK-12.3.6	Resources. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

GIFT.PK-12.4.1	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.
GIFT.PK-12.4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
GIFT.PK-12.4.3	Leadership. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.
GIFT.PK-12.4.4	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.
GIFT.PK-12.4.5	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.
GIFT.PK-12.6.2	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.
GIFT.PK-12.6.3	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.
GIFT.PK-12.6.4	Ethics. Students develop their gifts and talents as a result of educators who are ethical in their practices.

Integration of Career Readiness. Life Literacies and Key Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.

Integration of Computer Science and Design Thinking

TECH.8.1.P	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.P.A.2	Navigate the basic functions of a browser.
TECH.8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters and words.
TECH.8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
TECH.8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
TECH.8.1.P.A.CS2	Select and use applications effectively and productively.
TECH.8.1.P.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.P.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.P.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.P.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.
TECH.8.2.P.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.P.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

SOC.K-12.1	Developing Questions and Planning Inquiry
ELA.L.RF	Foundational Skills: Reading Language
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
ELA.L.WF	Foundational Skills: Writing Language
ELA.R	Reading
ELA.W	Writing
ELA.W.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
ELA.SL	Speaking and Listening

Science - Coral Reefs

Unit Rationale

Coral reefs are some of the most diverse and valuable ecosystems on Earth. Home to over 4,000 species of fish, corals, and other marine life, coral reefs cover only 1% of the world's oceans, but provide habitat for at least 25% of the world's marine life, with many reef species still to be discovered. Coral reefs are in danger

due to climate change, pollution, and other human activity.

Learning about coral reefs can help students understand the importance of these ecosystems and how to protect them.

21st Century Life and Career

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Essential Questions

- 1) What is a coral reef?
- 2) Why are coral reefs important for people?
- 3) Where are they located in the world?
- 4) What are the threats to coral reefs and how can we protect them?

Pre-Assessments

- Teacher Recommendation
- Earn an E in science on their 1st and 2nd trimester report card.

Instructional Plan

1 - What are Coral Reefs?

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to define and understand what a **coral reef** is.
- 3) WALT to identify the threats to **coral reefs**.
- 4) WALT to identify strategies to help the **coral reefs**.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

For Main Part of Lesson

- I can explain what a **coral reef is**.
- I can list some of the threats to coral reefs.

Instructional Strategies and Activities

- 1) Introduce rules and expectations for *Gifted and Talented* class.
- 2) Teach students how to play Breakout EDU.
- 3) Watch the BrainPop video, "Coral Reef" ([Linked here](#)).
- 4) Take the Quiz about the BrainPop video ([Linked here](#)).
- 5) Other video choices for learning about coral reefs. These are YouTube videos...

[\(National Geographic: Coral Reefs 101\)](#)

[Magic School Bus - Coral Reefs](#)

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

For the main part of the lesson:

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) The quiz for the BrainPop video about coral reefs.

3) Class discussion questions and answers), about the coral reef videos.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

Videos to teach about coral reefs...

BrainPop video, "Coral Reef" ([Linked here](#))

([National Geographic: Coral Reefs 101](#))

[Magic School Bus - Coral Reefs](#)

Other Helpful Links

<https://coral.org/wp-content/uploads/2022/10/Coral-Reefs-For-Kids-V4.pdf>

[Exploring the Coral Reef: Learn About Oceans for Kids - FreeSchool](#)

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

2 - Safe Internet Searches

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to use Google Safe Search for Kids.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

For Main Part of Lesson

I can use Google Safe Search for Kids to explore a topic.

Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Warm-Up Breakout EDU puzzle of the day or Science-themed puzzle.
- 3) Show the YouTube video, *Search Tips for Kids* ([Linked here](#))
- 4) Show the YouTube video, *Safe Google Search for Kids* ([Linked here](#))
- 5) Use BrainPop to teach about safe searcher ([Linked here](#)) If this link doesn't work, just log onto BrainPop (not BrainPop, Jr), and do a search for *Internet Search*.

If you use BrainPop, use the challenge activity to check for understanding.

- 6) Introduce coral reef activity book assigned through Google Classroom. Here is a pdf of the handout. ([Linked here](#))

Students will use safe search techniques to find examples of specific types of coral and color them accurately in their coral reef activity book.

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

For the main part of the lesson:

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Class discussion questions and answers, about how to use safe search techniques while looking for information about the location of biomes.
- 3) Students will complete a map of biome locations. We will review the answers, and the maps will be sent home.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

BrainPop ([Linked here](#))

Coral Reef Activity book ([Linked here](#)).

Gifted & Talented Drive([Linked here](#))

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

3 - Symbiosis and Create an Edible Polyp

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to define and understand what a **coral reef** is.
- 3) WALT to identify the threats to **coral reefs**.
- 4) WALT to identify strategies to help the **coral reefs**.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

For Main Part of Lesson

- I can explain symbiosis in relation to a coral reef habitat.
- I can build a model of a coral polyp.

Instructional Strategies and Activities

- 1) Review the rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Warm-Up Breakout EDU puzzle of the day or Science-themed puzzle.
- 3) Watch the YouTube video, [Magic School Bus - Coral Reefs](#).
- 4) Show the Google Slides presentation about symbiosis ([Linked here](#)).
- 5) Other video choices for learning about coral reefs. These are YouTube videos...
[\(National Geographic: Coral Reefs 101\)](#)
- 6) Build an edible model of a coral polyp. ([Linked here](#)).

Formative Assessments

For Warm-up Activities including Breakout EDU:

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

For the main part of the lesson:

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Class discussion (questions and answers), about Magic School Bus video.
- 3) Class discussion (questions and answers), about Google Slides presentation on symbiosis.
- 4) Correct model of polyp.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

Videos to teach about coral reefs...

[Magic School Bus - Coral Reefs](#)

[\(National Geographic: Coral Reefs 101\)](#)

[Google Slides Presentation About Symbiosis](#)

Other Helpful Links

<https://coral.org/wp-content/uploads/2022/10/Coral-Reefs-For-Kids-V4.pdf>

[Exploring the Coral Reef: Learn About Oceans for Kids - FreeSchool](#)

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

4 - Why Do We Need Coral Reefs?

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to define and understand what a **coral reef** is.
- 3) WALT to understand how coral reefs are beneficial.
- 4) WALT to identify the threats to **coral reefs**.

5) WALT to identify strategies to help the **coral reefs**.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

I can stretch my thinking to help me problem-solve.

I can understand the rules and expectations for Gifted & Talented class

For Main Part of Lesson

I can explain why coral reefs are beneficial.

Instructional Strategies and Activities

- 1) Review the rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students how to play *Breakout EDU*, the *Lock of the Day*.
- 3) Students learn about the importance of coral reefs through the activity [linked here](#).
- 4) Students create a paper book about why we need coral reefs. Paper book [linked here](#)

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

For the main part of the lesson:

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Class discussion (questions and answers), about Magic School Bus video.
- 3) Check Google Form about the importance of coral reefs activity.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

Website with Importance of coral reef activity ([Linked here](#)).

Videos to teach about coral reefs...

[Magic School Bus - Coral Reefs](#)

[\(National Geographic: Coral Reefs 101\)](#)

[Google Slides Presentation About Symbiosis](#)

For paper book activity:

- [website](#)
- large construction paper
- scissors
- glue
- cloze passages
- chromebooks

Other Helpful Links

<https://coral.org/wp-content/uploads/2022/10/Coral-Reefs-For-Kids-V4.pdf>

[Exploring the Coral Reef: Learn About Oceans for Kids - FreeSchool](#)

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

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5 - Grow a Coral Reef Activity - Part I

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to define and understand what a **coral reef** is.
- 3) WALT to understand how coral reefs are beneficial.
- 4) WALT to identify the threats to **coral reefs**.
- 5) WALT to identify strategies to help the **coral reefs**.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

I can stretch my thinking to help me problem-solve.

I can understand the rules and expectations for Gifted & Talented class

For Main Part of Lesson

I can explain how coral reefs recover when they are damaged by human activities or pollution.

I can grow an artificial coral.

Instructional Strategies and Activities

- 1) Review the rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students how to play *Breakout EDU*, the *Lock of the Day*.
- 3) Students learn about how to restore coral reefs. Video [linked here](#).
- 4) [Restoring Florida's Dying Coral Reefs](#)
- 5) Growing Coral experiment([Linked here](#)).
- 6) Video - Inside the World's First Coral Nursery ([Linked here](#)).

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

For the main part of the lesson:

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Class discussion (questions and answers), about Magic School Bus video.
- 3) Check Google Form about the importance of coral reefs activity.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

Video: [Giving Dead Reefs New Life With Fast-Growing Coral](#)

Video: [Restoring Florida's Dying Coral Reefs](#)

Video: Inside the World's First Coral Nursery ([Linked here](#)).

Growing Coral experiment([Linked here](#)).

- charcoal
- salt
- bluing
- food color

Other Helpful Links

<https://coral.org/wp-content/uploads/2022/10/Coral-Reefs-For-Kids-V4.pdf>

[Exploring the Coral Reef: Learn About Oceans for Kids - FreeSchool](#)

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

6 -Coral Reef Activity - Part II and Coral Reef Jenga

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to define and understand what a **coral reef** is.
- 3) WALT to understand how coral reefs are beneficial.
- 4) WALT to identify the threats to **coral reefs**.
- 5) WALT to identify strategies to help the **coral reefs**.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

For Main Part of Lesson

- I can explain how coral reefs recover when they are damaged by human activities or pollution.
- I can grow an artificial coral.
- I can play a game to help me reinforce concepts about coral reefs.

Instructional Strategies and Activities

- 1) Review the rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students how to play *Breakout EDU*, the *Lock of the Day*.
- 3) Students observe their *Growing Coral* experiment and discuss and record their observations.
- 3) Students learn about how to restore coral reefs. Video [linked here](#).
- 4) Students learn how to play Coral Reef Jenga, a game to help reinforce knowledge about coral reefs.

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

For the main part of the lesson:

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Students will record observations about their coral growing experiment.
- 3) Student will be able to correctly answer questions about coral reefs in the coral reef Jenga game.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

Coral Reef Jenga Game

Growing Coral experiment observation sheet

Other Coral-Reef Related Activities

[Bubble Reef \(need bubbles\)](#)

[Egg Carton Coral](#)

[Readers Theater - The Great Coral Reef race](#)

[Coral Reef Activity Book](#)

Other Helpful Links

<https://coral.org/wp-content/uploads/2022/10/Coral-Reefs-For-Kids-V4.pdf>

[Exploring the Coral Reef: Learn About Oceans for Kids - FreeSchool](#)

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

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7 - Brainstorm Final Project and Digital Breakout

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to define and understand what a **coral reef** is.
- 3) WALT to understand how coral reefs are beneficial.
- 4) WALT to identify the threats to **coral reefs**.
- 5) WALT to identify strategies to help the **coral reefs**.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

For Main Part of Lesson

- I can explain how coral reefs recover when they are damaged by human activities or pollution.
- I can plan an informational display.
- I can use problem-solving and stretch my thinking to solve puzzles.

Instructional Strategies and Activities

- 1) Review the rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students how to play *Breakout EDU*, the *Lock of the Day*.
- 3) Students observe their *Growing Coral* experiment and discuss and record their observations.
- 4) Students brainstorm for their final project - they will make a display using paperfish, clay, and egg carton coral
Begin sketching out reef design - research corals and fish

Think about group poster

4) Students play *Save the Coral Reef - A Digital Breakout* ([Linked here](#)).

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

For the main part of the lesson:

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Students will record observations about their coral growing experiment.
- 3) Student will be able to successfully complete a coral-reef themed digital breakout .

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

Growing Coral experiment observation sheet

Save the Coral Reef Breakout ([Linked here](#))

Other Coral-Reef Related Activities

[Bubble Reef \(need bubbles\)](#)

[Egg Carton Coral](#)

[Readers Theater - The Great Coral Reef race](#)

[Coral Reef Activity Book](#)

Other Helpful Links

<https://coral.org/wp-content/uploads/2022/10/Coral-Reefs-For-Kids-V4.pdf>

[Exploring the Coral Reef: Learn About Oceans for Kids - FreeSchool](#)

Reflections and Suggested Modifications

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It also takes some time for them to pack up at the end of class and return to their classroom.

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8 - Final Project - Part I

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to define and understand what a **coral reef** is.
- 3) WALT to understand how coral reefs are beneficial.
- 4) WALT to identify the threats to **coral reefs**.
- 5) WALT to identify strategies to help the **coral reefs**.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

For Main Part of Lesson

- I can create an informational display.

Instructional Strategies and Activities

- 1) Review the rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students how to play *Breakout EDU*, the *Lock of the Day*.
- 3) Students observe their *Growing Coral* experiment and discuss and record their observations.
- 4) Take corals home.
- 5) Students will work on their final project and group informational poster. Here is an example ([Linked here](#)).

[\(Here is a screenshot of the example\)](#)

Use recycled materials, paper fish, straw corals, clay corals and egg carton coral to create a coral reef as a group.

- 6) Create a poster with 3 columns:

- Why are Coral Reefs Important?
- What Threatens Coral Reefs?
- How Can We Protect Coral Reefs?

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

For the main part of the lesson:

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Students will record observations about their coral growing experiment.
- 3) Student will be able to create a coral reef with their classmates.
- 4) Students will use safe research techniques to look up the facts they need for their poster.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Safe Google Search Engine ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

Growing Coral experiment observation sheet

Final Project ([Linked here](#)).

[\(Here is a screenshot of the example of the final project\)](#)

Other Coral-Reef Related Activities

[Bubble Reef \(need bubbles\)](#)

[Egg Carton Coral](#)

[Readers Theater - The Great Coral Reef race](#)

[Coral Reef Activity Book](#)

Other Helpful Links

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[Exploring the Coral Reef: Learn About Oceans for Kids - FreeSchool](#)

Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

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9 - Final Project - Part II

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to define and understand what a **coral reef** is.
- 3) WALT to understand how coral reefs are beneficial.
- 4) WALT to identify the threats to **coral reefs**.
- 5) WALT to identify strategies to help the **coral reefs**.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

I can stretch my thinking to help me problem-solve.

I can understand the rules and expectations for Gifted & Talented class

For Main Part of Lesson

I can create an informational display.

Instructional Strategies and Activities

- 1) Review the rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students how to play *Breakout EDU*, the *Lock of the Day*.
- 3) Students will complete their final project and group informational poster. Here is an example ([Linked here](#)).

[\(Here is a screenshot of the example\)](#)

Use recycled materials, paper fish, straw corals, clay corals and egg carton coral to create a coral reef as a group.

- 4) Create a poster with 3 columns:

Why are Coral Reefs Important?

What Threatens Coral Reefs?

How Can We Protect Coral Reefs?

- 5) Students will practice presenting their group project.

Formative Assessments

For Warm-up Activities including Breakout EDU:

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

For the main part of the lesson:

1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.

2) Student will be able to answer questions about their project.

Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Safe Google Search Engine([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

Growing Coral experiment observation sheet

Final Project ([Linked here](#)).

[\(Here is a screenshot of the example of the final project\)](#)

Other Coral-Reef Related Activities

[Bubble Reef \(need bubbles\)](#)

[Egg Carton Coral](#)

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Reflections and Suggested Modifications

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10 - Present Project to Grade-Level Classmates

Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT to define and understand what a **coral reef** is.
- 3) WALT to understand how coral reefs are beneficial.
- 4) WALT to identify the threats to **coral reefs**.
- 5) WALT to identify strategies to help the **coral reefs**.

Student Success Criteria ...

For Warm-up Activities including Breakout EDU:

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

For Main Part of Lesson

- I can create an informational display.

Instructional Strategies and Activities

- 1) Students will set up their display in a place where their classmates can view it.
- 2) Students will present their group project and poster to their grade-level classmates.
- 3) Students will answer questions about their project.

Formative Assessments

- 1) Group display will be assessed with a rubric.
- 2) Group poster will be assessed with a rubric.
- 2) Students will be able to answer questions from their grade-level peers about their project.

Instructional Materials and Resources

- Group Display
- Group Poster

Reflections and Suggested Modifications

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It also takes some time for them to pack up at the end of class and return to their classroom.

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Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many

teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

[Integration of Diversity, Equity and Inclusion](#)

[Autism and Climate Change](#)

[Climate Change](#)

[Coral Reefs and Climate Change | Healthy Oceans](#)

Informational and Media Literacy

Student uses skills, social media to spread coral reef awareness

New Jersey Student Learning Standards: Content Area

GIFT.PK-12.1	Learning and Development
GIFT.PK-12.1.1	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.
GIFT.PK-12.1.1.1	Educators engage students with gifts and talents in identifying interests, strengths, and gifts.
GIFT.PK-12.1.1.2	Educators assist students with gifts and talents in developing identities supportive of achievement.
GIFT.PK-12.1.2	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.
GIFT.PK-12.1.3	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.
GIFT.PK-12.1.5	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.
GIFT.PK-12.1.6	Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
GIFT.PK-12.1.7	Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
GIFT.PK-12.2.4	Learning Progress and Outcomes. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.
GIFT.PK-12.2.6	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.
GIFT.PK-12.3.1	Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.
GIFT.PK-12.3.2	Talent Development. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.
GIFT.PK-12.3.3	Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
GIFT.PK-12.3.4	Instructional Strategies. Students with gifts and talents become independent investigators.

GIFT.PK-12.3.5	Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
GIFT.PK-12.3.6	Resources. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.
GIFT.PK-12.4.1	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.
GIFT.PK-12.4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
GIFT.PK-12.4.3	Leadership. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.
GIFT.PK-12.4.4	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.
GIFT.PK-12.4.5	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. Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.

Integration of Computer Science and Design Thinking

CS.K-2.8.2.2.ETW.4	Explain how the disposal of or reusing a product affects the local and global environment.
CS.K-2.NI	Networks and the Internet
CS.K-2.ETW	Effects of Technology on the Natural World Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images). 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.

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.

Data can be used to make predictions about the world.

Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.

Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

Individuals collect, use, and display data about individuals and the world around them.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

SCI.K-ESS2-2	<p>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.</p> <p>Plants and animals can change their environment.</p>
SCI.K.ESS3.C	Human Impacts on Earth Systems
SCI.K-ESS3	Earth and Human Activity
SCI.K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
SCI.K-ESS3-3	<p>Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.</p> <p>Obtaining, Evaluating, and Communicating Information</p>
SCI.K.ESS3.C	Human Impacts on Earth Systems
	<p>Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.</p>
SCI.K.ETS1.B	<p>Developing Possible Solutions</p> <p>Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.</p> <p>Cause and Effect</p> <p>Events have causes that generate observable patterns.</p>