Swedesboro-Woolwich Public Schools Content Area Guidance Document

GRADE 5– Gifted and Talented (Trimester 2 Jan- Mar)

Mission Statement
The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff. Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit Overview
FIFTH GRADERS DO NOT START G&T UNTIL OCTOBER** In Trimester 2, students will learn to: ● Learn about Statistics, practice basic math skills (addition, subtraction, multiplication, division) and compete against one another using NBA Math Hoops Game ● Learn about how wells work and read A Long Walk to Water ● Research their projects for STEAM Night ● Create their STEAM Night Projects and displays

Pacing Guide (Yearlong Pacing as Separated by Units)				
Unit Title	Duration (How many days/weeks?)	Standards (NJSLS)	Learning Scales	Criteria for Success (How will students demonstrate understanding?)
STEAM/Math	20 Class Periods, 2 class periods per 6 day cycle weeks.	5.NBT.A. A. Understand the place value system. 1.	Link Scales with Targets	Students will learn how to compute statistics and

		Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. 4. Use place value understanding to round decimals to any place SCI.3.3-LS4-4 Make a claim about the merit of a solution to a problem caused when the		compete with one another using the NBA Math Hoops Students will participate in an estimation competition amongst each other in teams to practice measurement. (using non-measurement and measurement devices) Students will research and create projects that will be displayed at Steam Night in April. Students will come up with a theme for their projects and we will divide up the research among the members of G&T in all grades. (Previous years have included having a recycling themed arcade and an air and space museum.) Students will learn how to compute statistics and compete with one another using the NBA Math Hoops Students will read A Long Walk to Water and examine how water well pumps work. Students will research and create projects that will be displayed at Steam Night in April. Students will come up with a theme for their projects and we will divide up the

		environment changes and the types of plants and animals that live there may change. SCI.4.4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. SCI.3-5.3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (GIFT.PK-12.1.3.1) Educators provide a variety of research based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths. (GIFT.PK-12.23.3.4.2) Educators use differentiated product based assessments to measure progress of students with gifts and talents		research among the members of G&T in all grades. (Previous years have included having a recycling themed arcade and an air and space museum.)

Grade X – Unit X "Title" Length "Y weeks"				
Unit Vocabulary				
statistics	comparisons	tenths	hundredths	thousandths
decimals	percentages	place value	yards	feet
inches	meters	centimeters	millimeters	metric

standard				

Preparation for College, Careers, and Beyond	
Career Ready Practices	**Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)**
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Cross-Curricular Connections						
Interdisciplinary Connections	**Technology Integration and Literacy**	**Climate Change**	**Amistad Law**	**Holocaust Law (under rationale statement)**	**LGBT Law**	**Disabilities Law**
• Literature connections • READ ALOUDS of the following stories: A Long Walk to Water	*Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.*	• Students will look at ways to reduce, reuse, and recycle to create a fun display about science or inventions for STEAM night.	• Students will learn about various African American inventors, scientists, and mathematicians in history.	• Students will learn about various Jewish inventors, scientists, and mathematicians in history. Students will examine how some members of the Jewish faith have strict practices	• Students will learn that throughout the years, the laws in the country have changed to reflect the values of the country (LGBTQIA protections under the 14th Amendment)	• Students will look at ways to make their projects accessible for all students of different abilities.

				involving the environment. (How to remove and manage waste, air and water pollution, etc) Reference:	• Students will look at the projects of Dr. Isabel Bishop (an environmental scientist and a member of the LGBTQIA+ community) and her FreshWater Watch Project that monitors the status of water around the world. • Reference	

Possible Assessment and Instructional Modifications			
Special Education	At-Risk (Math Strategies and ELA Strategies)	Gifted	English Language Learners
All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.* **Possible Modifications/Accommodations • Extra time on assessments • Use of a graphic organizer • Use of concrete materials and objects (manipulatives) • Opportunities for cooperative partner work • Assign fewer problems at one time (e.g., assign only odds or evens) • Differentiated center-based small group instruction • If a manipulative is used during instruction, allow its use on a test • Provide reteach pages if necessary • Provide several ways to solve a problem if possible • Provide visual aids and anchor charts • Tiered lessons and assignments • Highlight key directions • Test in alternative site • Use of word processor • Allow for redos/retakes • Link Folder of Specific Resources (modified assignments or activities)	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered: • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space	• **Enrichment projects** • **Higher-level cooperative learning activities** • **Provide higher-order questioning and discussion opportunities** • **Tiered centers** • **Tiered assignments** • **Alternate assignments/ enrichment assignments** • **Provide texts at higher reading level** • **Extension activities** • **Pairing direct instruction w/coaching to promote self directed learning** • **Link to Folder of Specific Resources (e.g. Leveled texts, project descriptions)**	• Continue practicing vocabulary • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension assessment) • Link to Folder of Specific Resources (e.g. Leveled texts, visual sets)

	• Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Follow a routine/schedule • Teach time management skills • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work in progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting		

Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the "Possible Resources and Activities" column for each Topic area.

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
• Link Specifics in this Section from one Google Folder • Anecdotal notes during whole group, small group and individual • conferences • Sharing strategies • Turn and talk • Stop and Jots • Graphic organizers • Running Records/skills check off	• Common Summative Assessments (link in one folder) • Open-Ended Responses • Observed Peer Teaching and Reviews of Projects	• Link folder of any specific examples • Students will learn how to read numbers with decimals to the thousandths. • Students will learn how to compare decimals in statistics from NBA and WNBA player cards. • Students will practice their basic math skills and use what they learned about statistics in NBA Math Hoops Game • Students will learn about various contributions to science from	• Link folder of any specific examples • STEAM NIGHT PROJECT DISPLAY (Individualized/Student-Led Learning Opportunity) • NBA Math Hoops Game Competition • Well Project after reading A Long Walk to Water

		different people in history. ● Students will read A Long Walk to Water and learn about how wells work. ● Students will begin to research their STEAM Night projects. ● Students will create their STEAM Night projects to have them ready to display in April's event..	