Washington Township School District

The mission of the Washington Township Public Schools *The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever changing world as responsible, self-directed, and civic-minded citizens.*

Course Title:	**ELEMEnTS- Social/Emotional Learning**
Grade Level(s):	**5**

Duration:	*Full Year:*	**x**	*Semester:*		*Marking Period:*	
Course Description:	The ELEMEnTS program will increase, improve, and make better use of advancement for intellectually gifted learners by providing a unique educational experience that is not available in the regular education classroom. Grade 5 ELEMEnTS- Structures identified gifted learners do even more with critical and creative thinking. Students receive 120 minutes of pull-out instruction which focuses on the affective needs of high ability students. Beyond academic explorations incorporating STEM themes, this fully integrated curriculum guide is designed to address affective behaviors with opportunities to develop efficacy, autonomy, and character development opportunities for these program goals: ● Learning experiences which challenge learners beyond the regular curriculum ● Metacognitive skills aimed toward forward thinking ● Promote, develop, and apply higher level thinking and problem-solving skills ● Effectively communicate through writing, speaking and presenting					
Grading Procedures:	**N/A**					
Primary Resources:	**Internet** **Topical articles**					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Arlene Gerber,Therese Colligan, Christopher Janeczko

Under the Direction of:	Alisa Palazzi

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Unit Title: Social/Emotional Learning

Unit Description: Gifted learners tend to have unique social and emotional needs. They tend to be perfectionists that fear making mistakes which can lead them to shut down instead of trying new activities, especially those that are challenging. Compounding this is the ease at which they can excel in their regular classroom activities. When faced with a challenging, complicated task, some gifted learners can have strong anxiety which leads them to avoid that task due to a fear of failure and making mistakes. Gifted learners can also feel pressure from themselves and others due to these high expectations. This unit is designed to enable students to identify these pressures and discuss them in an open forum. Students will learn about the different kinds of mistakes and which ones can be helpful in academic and personal growth and which should be minimized.

Unit Duration: 2 weeks

Desired Results

Standard(s): CRP3-Attend to personal health and financial well-being.
CRP8- Utilize critical thinking to make sense of problems and persevere in solving them.
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Indicators:
2.1.4.A.1- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.2.6.C.1- Explain how character and core ethical values can be useful in addressing challenging situations.

Understandings:
Students will understand that…

- Not everything will come easy to them in school and if they are not challenged then they are not learning.
- It's acceptable to make mistakes if you learn from them and work to minimize sloppy mistakes.
- Mistakes that are made when you are stretching yourself due to a new or challenging situation are to be expected and are of more value than sloppy mistakes.
- Failure is not final and it can be a valuable learning experience. Great success does not come easily or quickly.
- Failure is a part of science.
- Deep learning takes time and effort.
- Performance can be improved with effort and insight into their learning process.
- Stress and anxiety can be addressed with mindfulness practices.

Essential Questions:

- What does it mean to be challenged in school and life and why is it important?
- Are all mistakes equal?
- When can mistakes be valuable?
- How can we learn from mistakes?
- Who are people who have overcome failure to become successes?
- How can we bounce back from failure?
- How is failure a part of science?
- Why do we feel pressure and how can we deal with that pressure in a positive way?
- Why does deep learning take time and effort?
- Are our abilities fixed, or can we improve with effort and reflection?
- What can we do to relieve stress and anxiety?

Assessment Evidence

Performance Tasks:

1. Students will learn about the different types of stressors and create a small project to demonstrate their understanding.

2. Students will learn and practice a number of mindfulness exercises and stress reduction techniques.

Other Evidence:

- Project performance

Benchmarks: N/A

Learning Plan

Learning Activities

Learning Target

- Students will be able to identify and describe stressors in their lives
- Students will be able to identify and describe positive and negative reactions to stress
- Students will be able to describe ways to handle and reduce stress.

Activity

- Students will discuss stressors they have in their lives, their causes and how they deal with their stress. Students will read about and discuss how to handle stress in positive ways. Students will read about and practice stress reduction strategies. If there is time, students can make a pamphlet, poster, or other project about these techniques to share with peers.

Resources: ClassDojo, Internet videos, and articles.

Interdisciplinary Connections

Indicators:
RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

Unit Modifications for Special Population Students	
Advanced Learners	Provide reading material at a more advanced reading level; increase rigor in assignment requirements/rubric. For example, students will present their final project to the class rather than just display it
Struggling Learners	Provide student support via visuals/videos for reading requirements Example: Students struggling in writing will have the opportunity to create a video project in place of the written project
English Language Learners	Coordinate with an English Language Learner advisor to modify activities where appropriate. Example: Provide videos of biographies the student can listen to rather than read http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Special Needs Learners	Follow IEP modifications and work with the special education department to create modifications and use differentiated instructional activities. Example: The “mistake” project can be a creative drawing to depict what the student learned about mistakes rather than a written assignment http://www.nj.gov/education/udl/

Integration of 21st Century Skills

Indicators:
CRP3-Attend to personal health and financial well-being.
CRP8- Utilize critical thinking to make sense of problems and persevere in solving them.

Unit Title: Robotics

Unit Description: Students will program a Sphero Bolt robot to autonomously perform a specified task. Students will work collaboratively with a partner. Students will document their progress.

Unit Duration: 6-8 weeks

Desired Results

Standard(s):
NJ 8.2.5.C.4: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
NJ TECH 8.1.5.F.1: 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

Indicators:
NJ TECH 8.1.5.F.1 – 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.
NJ 8.2.5.C.4: The application of engineering design.

Understandings:
Students will understand that…
- they can apply the engineering-design process to achieve a desired outcome.
- collaborating and brainstorming with peers to solve a problem evaluating all solutions will provide the best results.

Essential Questions:
- What are the steps the robot needs to follow to accomplish a task?
- Which programming blocks should be used to make the robot accomplish the task?

Assessment Evidence

Performance Tasks:

1. Write computer programs using the Sphero app
2. Calibrate controls and settings to allow the robot to perform a task autonomously
3. Program for:
   a. Robot performance
   b. LED screen lights/animations
   c. Choreographing a dance
   d. Accomplishing teacher challenges

Other Evidence:
- Robot performance
- Teacher-created challenge performances
- Class Notes

Benchmarks: N/A

Learning Plan

Learning Activities:

Learning Target	Activity

• Students will understand how robots can be used to accomplish task	• Explore prior knowledge how robots are used in the world today • Students to use laptops to research jobs robots currently do • Students to document their findings • Discussion of student findings
• Students understand how robots can be used to accomplish tasks	• View and discuss robots used in current society • Students to consider the questions and document their thoughts
• Student will become familiar with various robots in use today	• Students view teacher presentation on robotics in use today • Students to consider the questions and document their thoughts and discuss
• Students will learn how to use the Sphero Bolt	• Students will be able to explain how to use robots in a way in which they will not be damaged. • Students will be able to turn robots on and off. • Students will be able to program the LED screen to change colors. • Students will be able to program the robot to move forwards and backwards. • Students will be able to adjust the speed of the robots. • Students will be able to identify degree measurements in a circle. • Students will be able to program the robot to make turns. • Students will be able to program the LED screen to make animations. • Students will be able to create a dance program that is set to music that uses the previously learned skills.
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Resources: Sphero Bolt robots, Sphero Edu app	

Interdisciplinary Connections

Indicators:
MA3.3.MD.B.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure

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Unit Modifications for Special Population Students	
Advanced Learners	Provide opportunity for students to move on to further challenge activities of students' choice independently after required challenge activities have been completed and verified by teacher
Struggling Learners	Provide one-on-one assistance as needed with building the robot and/or with programming.
English Language Learners	Coordinate with English Language Learner advisor to modify activities where appropriate, such as provision of interactive as well as hard copy visuals providing programming diagrams that can be followed. The robot building instructions are provided by LEGO and are already in visual mode rather than written word. http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Special Needs Learner	Follow IEP modifications and work with the special education department to create modifications and use differentiated instructional activities. Examples: Reduce the documentation requirements for the Class Notebook; Remove the requirement for the student to program a sensor when programming for the challenge mat task. http://www.nj.gov/education/udl/

Integration of 21st Century Skills
Indicators: 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.