

Course Title:

Enrichment

Length:

Full Year
Grades 1 & 2

Primary Content:

Gifted & Talented

Schools:

Washington
Lincoln

Initial Approval Date:

June 15, 2015

Revised: June 27, 2022

Embedded Content:

Career Readiness, Life Literacies and Key Skills

Initial BOE Approval Date (Born on):

June 27, 2022

RUTHERFORD PUBLIC SCHOOLS
Rutherford, New Jersey

GIFTED AND TALENTED DEPARTMENT

ENRICHMENT CURRICULUM - GRADES 1 & 2

1. Introduction/Overview/Philosophy

The Enrichment Program is an all-inclusive program for first and second grade students. Enrichment classes are differentiated experiences with an emphasis on higher-level thinking skills integrated with language arts, math, and the content areas. The program assists in the evaluation of potential students for identification into the regular Gifted and Talented Program beginning in Grade 3.

First and Second Grade Enrichment Program is designed to:

- augment curiosity and imagination.
- expand and challenge creativity.
- develop critical thinking skills.
- encourage problem-solving skills.
- foster communication skills.

2. Objectives

A. Curriculum Objectives for Enrichment – New Jersey Student Learning Standards

Students will be able to develop and practice

1. Divergent thinking (New Jersey Student Learning Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language)
 - a. Creative thinking
 - b. Inventive thinking
2. Convergent thinking (New Jersey Student Learning Standards: Reading: Informational Text; Speaking and Listening; Operations & Algebraic Thinking; Measurement & Data; The Number System; Ratios & Proportional Relationships; Expressions & Equations)
 - a. Deductive thinking
 - b. Analytical thinking
 - c. Evaluative thinking
3. Visual/spatial perception (New Jersey Student Learning Standards 1.1, Measurement & Data; Ratios & Proportional Relationships)
4. Interpretive thinking (New Jersey Student Learning Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language, New Jersey Student Learning Standards 5.2)
5. Problem solving (New Jersey Student Learning Standards 5.4; New Jersey Student Learning Standards: Reading: Informational Text; Writing; Speaking and Listening; Operations

& Algebraic Thinking; Measurement & Data; The Number System; Ratios & Proportional Relationships; Expressions & Equations)

1. In the area of **divergent thinking**, students will:
 - a. use **creative thinking** to:
 1. use fluent and flexible thinking to brainstorm ideas/solutions.
 2. improvise and dramatize situations/fairy tales/nursery rhymes.
 3. adapt story versions.
 4. create word play.
 5. illustrate interpretations.
 6. design puzzles.
 7. make puppets using a variety of art supplies.
 8. create and construct original designs with a variety of manipulatives and art supplies.
 - b. use **inventive thinking** to:
 1. use fluent and flexible thinking to brainstorm ideas/solutions.
 2. use the SCAMPER process to generate inventive ideas.
 3. use forced association to generate inventive ideas.
 4. invent to solve a problem.
 5. adapt items to be used for an alternate purpose.
2. In the area of **convergent thinking**, students will:
 - a. use **deductive thinking** to:
 1. formulate predictions/hypotheses.
 2. determine sets according to attributes.
 3. solve a variety of visual and geometric puzzles.
 4. determine constructions of tangrams, pattern blocks, and geoboards.
 5. organize clues and eliminate unrelated clues to determine a solution.
 6. deduce information through the use of a logic elimination grid.
 - b. use **analytical thinking** to:
 1. analyze story elements of fairy tales/folk tales/nursery rhymes.
 2. compare and contrast story elements/manipulatives/interpretations.
 3. interpret and use figural language.
 4. interpret visual representations.
 5. sort and classify through attribute activities.
 6. determine constructions of tangrams, pattern blocks, and geoboards.
 7. use a variety of manipulatives to solve mathematical functions.
 - c. use **evaluative thinking** to:
 1. judge character traits and motivation.
 2. compare, rate, and rank information.
 3. determine cause and effect.
 4. make conclusions about given information.
 5. defend perspectives.
3. In the area of **visual/spatial perception**, students will:

- a. solve a variety of visual and geometric puzzles.
 - b. identify attributes of geometric figures.
 - c. represent through concrete symbols.
 - d. interpret optical illusions.
 - e. use concrete manipulatives to construct visual products.
 - f. elaborate figural forms.
4. In the area of **interpretive thinking** students will:
- a. use Shared Inquiry to:
 - 1. build awareness of interpretive issues in a story.
 - 2. analyze character motivation and development.
 - 3. find and use supporting evidence for opinions.
 - 4. present clear, persuasive arguments.
5. In the area of **problem solving**, students will:
- a. use the creative problem-solving process to:
 - 1. fact find - sort out what facts are relevant to the problem and what information is lacking.
 - 2. determine problem - analyze the situation and define the “real problem.”
 - 3. find solutions - think of creative ways to solve the problem.
 - 4. judge ideas - use criteria to select the best idea.
 - 5. determine a plan of action - plan how to implement the selected solution.

B. New Jersey Student Learning Standards – <http://www.state.nj.us/education/cccs/>

English Language Arts

Grade 1 students:

Reading Standards for Literature NJSLSA.RL.1

Key Ideas and Details

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

RL.1.10. With prompting and support, read prose and poetry at grade level text complexity or above.

Reading Standards for Informational Text NJSLS: RI.1

Key Ideas and Details

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. Read and comprehend literary and informational texts at grade level text complexity or above.

Writing Standards NJSLSA.W.1

Text Types and Purposes

NJSLSA.W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

NJSLSA.W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

NJSLSA.W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Speaking and Listening NJSLSA.SL.1

Comprehension and Collaboration

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills

9.4 Career Awareness, Exploration, Preparation, and Training

By the end of Grade 2

Brainstorming can create new, innovative ideas.

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. • collaboratively brainstorm ways to solve the problem

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Individuals from different cultures may have different points of view and experiences.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

There are actions an individual can take to help make this world a better place.

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process

Critical Thinking and Problem-solving Core Ideas Performance Expectations The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. The practices are indicated in the chart below. (Note: there are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.)

Practices

Dance	Music	Theatre	Visual Art	Media Arts
Creating: <ul style="list-style-type: none"> ● Explore ● Plan ● Revise 	Creating: <ul style="list-style-type: none"> ● Imagine ● Plan, Make ● Evaluate, Refine 	Creating: <ul style="list-style-type: none"> ● Imagine, Envision ● Plan, Construct ● Evaluate, Clarify, Realize 	Creating: <ul style="list-style-type: none"> ● Explore ● Investigate ● Reflect, Refine, Continue 	Creating: <ul style="list-style-type: none"> ● Conceive ● Develop ● Construct
Performing: <ul style="list-style-type: none"> ● Embody, Execute ● Express ● Present 	Performing: <ul style="list-style-type: none"> ● Rehearse, Evaluate, Refine ● Select, Analyze, Interpret ● Present 	Performing: <ul style="list-style-type: none"> ● Establish, Analyze ● Choose, Rehearse ● Share 	Performing: <ul style="list-style-type: none"> ● Select ● Analyze ● Share 	Performing: <ul style="list-style-type: none"> ● Integrate ● Practice ● Present
Responding: <ul style="list-style-type: none"> ● Analyze ● Critique ● Interpret 	Responding: <ul style="list-style-type: none"> ● Select, Analyze ● Evaluate ● Interpret 	Responding: <ul style="list-style-type: none"> ● Examine, Discern ● Critique ● Interpret 	Responding: <ul style="list-style-type: none"> ● Perceive ● Analyze ● Interpret 	Responding: <ul style="list-style-type: none"> ● Perceive ● Evaluate ● Interpret
Connecting: <ul style="list-style-type: none"> ● Synthesize ● Relate 	Connecting: <ul style="list-style-type: none"> ● Interconnect 	Connecting: <ul style="list-style-type: none"> ● Incorporate ● Affect, Expand 	Connecting: <ul style="list-style-type: none"> ● Synthesize ● Relate 	Connecting: <ul style="list-style-type: none"> ● Synthesize ● Relate

2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
 - 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
 - 1.2.2.Cr1d: Connect and apply ideas for media art production.
 - 1.2.2.Cr1e: Choose ideas to create plans for media art production

1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

Grade 2 students:

Reading Standards for Literature NJSLSA.RL.2

Key Ideas and details

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text NJSL: RI.2

Key Ideas and Details

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings,

glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards NJSL: W.2

Text types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Speaking and Listening NJSLS: SL.2

Comprehension and Collaboration

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Mathematics

Grade 1 students:

Operations and Algebraic Thinking NJSLS: 1.OA

Represent and solve problems involving addition and subtraction.

1.OA.A.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.A.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.B.3. Apply properties of operations as strategies to add and subtract. *Examples: If $8 + 3 = 11$ is known, then $3 + 8$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition).*

1.OA.B.4. Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

Measurement and Data NJSLS.1.MD.4

Represent and interpret data.

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry NJSLS.1.G

Reason with shapes and their attributes.

1.G.A.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.A.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape

1.G.A.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words, *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these that decomposing into more equal shares creates smaller shares.

Grade 2 students:

Operations and Algebraic Thinking NJSLS.2.OA

Represent and solve problems involving addition and subtraction.

2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

2.OA.B.2. Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication

2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Measurement and Data. NJSLS: 2.MD.9, 10

2.MD.D.9. Generate measurement data by reassuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry NJSLS: 2.G

Reason with shapes and their attributes.

2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half*, *of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal share of identical wholes need not have the same shape.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills 9.1 Personal Financial Literacy by the End of Grade 2

There are actions an individual can take to help make this world a better place.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills 9.4 Life Literacies and Key Skills by the End of Grade 2

Brainstorming can create new, innovative ideas.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

Individuals from different cultures may have different points of view and experiences.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Digital tools and media resources provide access to vast stores of information that can be searched.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. Digital tools can be used to display data in various ways.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process

Critical Thinking and Problem-solving Core Ideas Performance Expectations The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool•

9.4.2.TL.2: Create a document using a word processing application.

- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

2020 New Jersey Student Learning Standards - Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

1.2.2.Cr1d: Connect and apply ideas for media art production.

1.2.2.Cr1e: Choose ideas to create plans for media art production

1.2.2.Cn1a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking 8.1 Computer Science by the End of Grade 2

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

3. Proficiency Levels

Grade 1 and grade 2.

4. **Methods of Assessment**

a. Student Assessment

- Participation
- Completed products and performances
- Teacher observation
- Student and teacher made rubrics
- Teacher-made attribute check lists
- Google Form

b. Curriculum and Teacher Assessment

Teacher will provide the Gifted and Talented Coordinator with suggestions for changes.

5. **Grouping**

Heterogeneous classroom settings

6. **Articulation/Scope & Sequence**

Full year (one 42-minute period per week)

7. **Resources**

a. References

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- b. Technology
 - Chromebooks
 - available software
 - Internet
 - SMARTBoard/TV

- c. Supplies/Materials
 - jigsaw puzzles
 - pattern blocks and templates
 - tangrams and templates
 - geoboards/rubber bands/templates
 - clay
 - attribute blocks
 - cuisenaire rods
 - puppets/character dolls
 - a variety of art project supplies/paper
 - props for dramatizing
 - recyclable items for inventing
 - related videos
 - dice
 - stickit craft noodles
 - Lego WeDo 2.0 kits

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- Silverstein, Shel. *Runny Babbit, A Billy Sook*. New York: HarperCollins, 2005.
- Tang, Greg. *Greg Tang Series*. New York: Scholastic Press. 2001, 2002, 2003, 2004, 2005, 2007.
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8. Methodologies

A multifaceted approach is used to disseminate the curriculum. Methods include but are not limited to:

- Differentiation
- Whole group instruction
- Small group instruction
- Cooperative learning
- Shared Inquiry
- Problem-based learning
- Independent study

9. Suggested Activities (include but are not limited to):

- story maps
- hidden picture searches
- tooth pick tower
- jigsaw puzzles
- a variety of mental puzzles, i.e., Rubics Cube
- pattern block activities
- tangram activities
- geoboard activities
- improvisations, i.e., charades
- dramatizations
- puppetry
- attribute block activities
- cuisenaire rod activities
- creative writing
- mystery solving

- shared inquiry
- creative problem solving
- interpretive drawings
- creative art/craft projects
- divergent thinking of usual items
- invention activities
- polyhedron constructing
- tessellation designing
- science-based investigations

10. Interdisciplinary Connections

The Enrichment Curriculum areas of divergent thinking, convergent thinking, visual/spatial perception, interpretive thinking, and problem solving are integrated with language arts, math, and the content areas.

11. Differentiating Instruction for Students with Special Needs: Students with Disabilities, English Language Learners, Students with 504 Plans and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

12. Professional Development

As per the PDP/100 hours statement: the teacher will continue to improve expertise through participation in professional development opportunities. Specialized professional development is offered for teachers of Enrichment and Gifted and Talented through the following organizations: Bergen County Consortium of Teachers of the Gifted (BCCTG) and New Jersey Association for Gifted Children (NJAGC).

13. Curriculum Maps (attached)

XII. Grade 1 - Curriculum Map/Pacing Guide_6.27.22

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, Students with 504 plan & Gifted & Talented Students	Standards	Assessments
<p>INVENTIVE</p> <p>Develop, practice and utilize inventive thinking skills through brainstorming, SCAMPER and forced association</p>	<p>3 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> •Scaffolding of materials and assignments •Extended time •Graphic organizers •Re-teaching and review •Visual modeling <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> •Supplemental materials as needed or requested 	<p>NJSLS: ELA. 1.1.1.2 9.4.2.CI.1 9.4.2.CI.2, 9.4.2.CI.3, 1.2.2.Cr1a, 1.2.2.Cr1b</p>	<p><i>Formative Assessment:</i></p> <p>What was created? Discussion of what animal will be made and why?</p> <p><i>Summative Assessment:</i></p> <p>SCAMPER final rubric Result of combining two animals for the New Zoo; names and drawings of combined animals</p>
<p>VISUAL/SPATIAL</p> <p>Solve and elaborate on a variety of visual puzzles using a variety of manipulatives</p>	<p>9 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> •pattern blocks, tessellations, attribute blocks, tangrams, cuisenaire rods •Limit completion items • group work • technology <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • stretch thinking skills 	<p>NJSLS: G.1.1.2, 9.1.4.A.2, 9.1.4.C.1, W6, 8.1.2.A.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Discussion of designs • think, pair and share • build a variety of things using blocks at varying degrees of difficulty <p><i>Summative Assessment:</i></p> <p>Successful creation of given puzzles using blocks, work mats and chromebooks</p>

<p>DEDUCTIVE</p> <p>Organize clues to deduce information and determine solutions; thinking like a detective</p>	<p>3 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Extra time • Partner work • Provide written and oral directions <p><i>Enhancement:</i></p> <p>Less clues to determine same outcome</p>	<p>NJSLS:</p> <p>M.2.2.A, ELA.1.1, 1.5 9.4.5.CI.3, 9.4.5.CT.1</p>	<p><i>Formative Assessment:</i></p> <p>Discussion of how to solve the puzzles Teacher guided examples</p> <p><i>Summative Assessment:</i></p> <p>What is the correct animal given the clues? Quiz Draw conclusions based on given clues to solve riddle accurately</p>
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<p>ANALYTICAL</p> <p>Analyze, compare and interpret story elements in a variety of literature</p>	<p>8 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • visual aides • tiered assignments • modify time <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • supplemental reading • self evaluate and add more detail as needed <p><i>For Support:</i></p> <ul style="list-style-type: none"> • step by step instructions • partner work <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> • enhanced expectation of product • self assess 	<p>NJSLS:</p> <p>ELA.1.2.2, 1.2.3, R7, R.1.7, W4 9.4.5.CI.3</p>	<p><i>Formative Assessment:</i></p> <p>Checklist of story elements</p> <p><i>Summative Assessment:</i></p> <p>Presentation of final project; share on document camera final picture of creations that will retell</p>
<p>EVALUATIVE</p> <p>Judge, rate, rank and make conclusions about given information</p>	<p>2 weeks</p>		<p>NJSLS:</p> <p>1.5,2.2 9.4.5.CT.1 9.4.5.CT.3 9.4.5. CT.4</p>	<p><i>Formative Assessment:</i></p> <p>Q and A of how to find correct conclusion (solving mystery)</p> <p><i>Summative Assessment:</i></p> <p>Final Assessment: use given information for outcome,</p>

<p>INTERPRETIVE THINKING</p> <p>Build awareness of interpretive issues in a story, find supporting evidence for opinions, present clear and persuasive arguments</p>	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Extra time • Partner work • Provide written and oral directions <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • supplemental reading material • topic selection for independent study 	<p>NJSLS: 2.2, 1.4, 9.1.4.B.1.1, 9.1.4.C.1, 9.1.4.D.3, 9.4.5.CT.1, 9.4.5.CT. 9.4.12.CT.1</p>	<p><i>Formative Assessment:</i></p> <p>Peer review Think pair share ideas</p> <p><i>Summative Assessment:</i></p> <p>Explanation of findings using google slides; examination of fairy tales and the components, create scene that is different from the version completed in class</p>
<p>PROBLEM SOLVING</p> <p>Use the problem solving process to fact find, determine a problem, find solutions, judge ideas and determine a plan of action</p>	<p>8 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • additional clues to solve • visual aide • partner work <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • fewer clues • scale problems for more challenging outcomes 	<p>NJSLS: 1.3.1, MD.D.10, W1, W4 9.4.5.CT.1 9.4.5.CT.3 9.4.5. CT.4</p>	<p><i>Formative Assessment :</i></p> <p>Teacher observation checklist of necessary components</p> <p><i>Summative Assessment:</i></p> <p>Design a contraption to get a kangaroo across a pond, design the Great Acorn Machine; write plan of action and how device works; create a spicycle (bicycle for a spider with eight legs)</p>

XII. Grade 2 - Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, Students with 504 plan & Gifted & Talented Students	Standards	Assessments
<p>INVENTIONS Introduce the inventive process, generate inventive associations and ideas from a variety of sources</p>	<p>5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> •Peer collaboration •re-teaching and review •modifications of content <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> •enhanced expectations •scale project to more challenging outcomes 	<p>NLSL: RL.2, SL.2, 2.G, 9.4.2.CT.2, 9.4.2.CT.3</p>	<p><i>Formative Assessment:</i> Explore common products with peer sharing</p> <p><i>Summative Assessment:</i> Presentation of final product that was invented; using toilet paper rolls to create a musical instrument, a shelter or something to wear; complete booklet for beginning, middle and end of project (journal)</p>

<p>SCAMPER Generate inventive associations and ideas more thoroughly SCAMPER</p>	<p>6 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • peer mentoring • visual aides • paper pencil or digital options for chart with info for invention. <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • flexible grouping • topic selection by interest to force fit a noun and a verb together to make a new item 	<p>NJSLS: ELA.2.3.1, 9.1.4.A.3 9.4.2.CI.1 9.4.2.CI.2 9.4.2.IML.1 9.4.5.CI.3 9.4.5.CI.4 8.1.2.CS.1 8.1.2.NI.1</p>	<p><i>Formative Assessment:</i> Explore www.buildyourwildself.com</p> <p><i>Summative Assessment:</i> Share final project New animal with explanation of new name; use "stickits" to create new combined Class museum of force fit inventions</p>
<p>PUZZLES Introduce application Formulate a variety of predictions/hypothesis and determine solutions</p>	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • shorter puzzles • more clues <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • 2-3 steps to determine solutions 	<p>NJSLS: G.2.1, G.2.2, 2.MD10,MC.2, MP.1 9.4.5.CT.3, 9.4.8.CT.2</p>	<p><i>Formative Assessment:</i> Checklist for logic puzzles</p> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Final outcome of Logic Elimination Grids • Accuracy of completed grids
<p>Story Predictions Develop, compare, and analyze predictions that will be defended and validated</p>	<p>6 weeks</p>	<p><i>For Support:</i> Collaborative work to complete analysis of nursery rhyme</p> <p><i>For Enhancement:</i> Create own puzzles using symbols</p>	<p>NJSLS: M.2.2.A, MD, 2.2, DI0 9.4.5.CT.4</p>	<p><i>Formative Assessment:</i> Discussion of Nursery Rhymes and evolution</p> <p><i>Summative Assessment:</i> Accuracy of solutions</p>

<p>PROBLEM SOLVING Explore and discover through the creative problem solving process</p>	<p>6 weeks</p>	<p><i>For Support:</i> More supplies (straws) Partner work</p> <p><i>For Enhancement:</i> Individual work using less supplies, measure height and ability to stand upright</p>	<p>NJSLS: MD.2, D.10, MC.2.OA, 9.4.5.CT.1 9.4.5.CT.2</p>	<p><i>Formative Assessment:</i> Sketch a skyscraper or tower</p> <p><i>Summative Assessment:</i> Ability to build a tower or skyscraper using only straws and tape</p>
<p>PROBLEM SOLVING CONT'D Continue to explore, practice and master the creative problem solving process</p>	<p>6 weeks</p>	<p><i>For Support:</i></p> <p><i>For Enhancement:</i></p>	<p>NJSLS: MD.2, D.10, MC.2.OA 9.4.5.CT.1 9.4.5.CT.2</p>	
<p>Visual/Spatial Probe a variety of visual/spatial challenges/activities</p>	<p>6 weeks</p>	<p><i>For Support:</i> Additional process time, give puzzles with less challenging process to solve</p> <p><i>For Enhancement:</i> Shorter time to solve, Puzzles with more rigor, challenge puzzles based on prior knowledge</p>	<p>NJSLS: G.2.4, G.2.2, 9.1.4.A.3, 9.1.4.B.1 9.4.5.CI.3 9.4.12.CT.1</p>	<p><i>Formative Assessment:</i> Use variety of work mats to complete puzzles</p> <p><i>Summative Assessment:</i> Ability to complete puzzles using pattern blocks, attribute blocks, tessellations, cuisenaire rods; each with varying degree of difficulty and rigor</p>

<p>Culminating Activities Apply concepts presented this year in a variety of forms further develop problem solving strategies</p>	<p>5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • shorter puzzles 6 boxes <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • 9 boxes, less number clues given 	<p>NISLS: MD.2, D.10, MC.2.OA 9.4.5.CT.1 9.4.5.CT.2 9.4.12.CT.1</p>	<p><i>Formative Assessment</i> <i>Example:</i> Sample, teacher guided sudoku puzzles</p> <p><i>Summative Assessment:</i> Complete with accuracy sudoku puzzles</p>
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