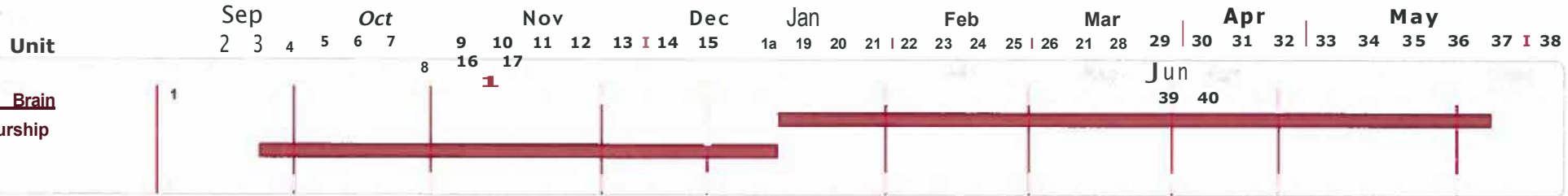


Parsippany-Troy Hills School District
 SGRO Gifted Reach Out Program Grade 5 (BA)



Elementary Schools > Grade 5 > GRO Gifted Reach Out > SGRO Gifted Reach Ou1 Program Grade 5 (BA)

Collaboration





5GRO Gifted Reach Out Program Grade 5 (BA)

Elementary Schools > 2017-2018 > Grade 5 > GRO - Gifted Reach Out > 5GRO Gifted Reach Out Program Grade 5 (BA) > Armstrong, Janet; Cave, Anna

Wednesday, October 18, 2017, 11:40AM



Unit

Proficiency / Objectives

Standards

Essential Questions

Enduring Understanding

Suggested Activities

Entrepreneurship
(September-
January)
Unit
Planner/Pacing
[Linked Here](#)

1. Define and utilize entrepreneurial vocabulary.
2. Explore career positions in a business setting: CEO, President, Vice President, Manager, etc.
3. Compare and contrast Needs vs. Wants.
4. Compare and contrast Services vs. Products.
5. Explore, analyze and evaluate student entrepreneurial interests.
6. Prioritize the most viable product or service to create a business within a group.
7. Organize final idea by creating a Business Plan.
8. Determine finances and create a budget.
9. Develop marketing procedures for promotion.
10. Design and construct product or service.
11. Present and sell product or service to customers.
12. Analyze, reflect, reevaluate the entrepreneurial experience: Business Plan, Marketing strategies, and Financial gains (or losses).

NJ: 2016 SLS: English Language Arts
NJ: Grade 5

Reading: Informational Text

Craft and Structure
NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas
NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing

Production and Distribution of Writing
NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

1. How do you incorporate the needed skills, tools and personal characteristics to become a successful entrepreneur?

2. What risks and initiatives can occur in entrepreneurship?

3. How are businesses set-up and operated?

1. Entrepreneurs are problem solvers and innovators who discover opportunities to provide new products or services in the marketplace.

2. Through risk and initiative, entrepreneurs turn their ideas into profitable businesses that provide new products or services to the public.

3. Entrepreneurship is designing, launching and running a business where products or services are offered.

4. Business ventures follow an organized plan of action.

1. Define and understand entrepreneurship

- a. Learn about real-life entrepreneurs - the past and present.
- b. Research and create a Google Slide Show about an entrepreneur.



<http://bizkids.com/groups/profiles>

- c. Have an entrepreneur come in to present to our classes.
- d. Interview various entrepreneurs invited from the community to be at P.A.L. (Field Trip!) (See Interview Sample Question attachment).
- e. Identify the *skills* required of an entrepreneur: effective communication, planner, organizer, problem-solver, decision-maker, ability to budget, team player, & technical ability.
-Brainstorm characteristics.
-Research characteristics.
-Create own list of characteristics.
- f. Identify and select the *personal characteristics* and attitudes of effective entrepreneurs: passion, self-confidence, drive, integrity, risk takers, visionaries, resilience, flexibility & adaptability, optimistic.
- g. Compare and contrast the differences between skills and personal characteristics (Venn Diagram).



h. Play the E-Quiz Game Show (make your own:

<https://equizshow.com/>).

i. Learn basic business vocabulary: (make a list).

2. Identify and distinguish career positions in a business setting: CEO, President, Vice President, Manager.

- a. Apply for jobs.
 - b. Create a visual structure (flow chart).
 - c. Differences between being an employee and a business owner.
- 3. Identify Needs vs. Wants.**
- a. Activity: Divide the room into two with signage (needs and wants).
 - b. Brainpop activity.



c. Watch various videos -

<https://www.youtube.com/watch?v=el40d2gyWal>.

4. Define and elaborate the differences between Services vs. Products.



a. <http://www.investopedia.com/university/teaching-financial-literacy-kids/teaching-financial-literacy-kids-goods-and-services.asp>



b. <http://www.teachingkidsbusiness.com/business-basics-product.htm>

c. Brainstorm ideas for products and/or services - explore interests.
d. SCAMPER a product or service.



e. <https://educators.brainpop.com/bp-ir-topic/goods-and-service>

5. Explore, analyze and evaluate student interests.

- a. Search and evaluate opportunities and ideas (see attachment).
- b. Engage in creative brainstorming to spot creative opportunities (see attached lesson).
- c. Debate and select the most viable product or service.



d. <https://www.youtube.com/watch?v=V3CLRL32Mcw>

7. Organize by creating a Business Plan (see three attachments).

8. Determine finances and create a budget (see three attachment

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration
NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJ: 2016 SLS: Mathematics

NJ: Grade 5

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.5. Use appropriate tools strategically.

9. Develop marketing procedures for promotion (see advertising attachment).

10. Design and construct a prototype product or service.

Assessment – Project Based Learning (PBL) Assessment

11. Present a product or service to a group of potential investors
Project Based Learning Idea: Groups present to 5th-grade peers, teachers, and community members who will fill out order forms and provide feedback to the entrepreneurs about their product/service.
12. Students will analyze, reflect, and reevaluate their entrepreneurial presentations by completing a self-assessment Revised Business Plan, Marketing strategies, and inventory based on the peer/ community member feedback. (To be designed.)



[Entrepreneurial Vocabulary](#)



[Introduction to Entrepreneur Unit.pdf](#)



[History of Economics & Business.pdf](#)



[Interviewing an Entrepreneur](#)



[Career Exploration Lesson Plan](#)



[Information for preparing a business plan.pdf](#)



[The Business Plan](#)



[Writing a Business Plan # 7](#)



[You Tube video about saving for a bike - or not](#)



[Advertisement for the "Entrepreneur Game"](#)



[Brain Pop lesson ideas about goods and services](#)



[Hunting for Opportunities and Ideas.gdoc](#)



[Guide for creating a product.pdf](#)



[History of Video Games.pdf](#)



[Advertising Information.pdf](#)



[What is a budget?.docx](#)



[Budgeting Basics.docx](#)



[Monthly Budget worksheet.docx](#)

NJ: 2014 SLS: Technology

NJ: Grades 3-5

**8.2 Technology Education,
Engineering, Design, and
Computational Thinking**

C. Design: The design process is a systematic approach to solving problems.

8.2.5.C.2 Explain how specifications and limitations can be used to direct a product's development.

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

8.2.5.C.7 Work with peers to redesign an existing product for a different purpose.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

8.2.5.D.1 Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

NGSS: Science and Engineering Practices

NGSS: 3-5

Practice 1. Asking questions (for science) and defining problems (for engineering)

Asking questions and defining problems in 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships.

Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

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The Brain
(February - June)
Unit
Planner/Pacing
[Linked Here](#)

1. Discover the basic principles of the brain's physical structure and functions.
2. Analyze and distinguish the eight multiple intelligences.
3. Identify various thinking skills to better understand and develop personal metacognitive skills.
4. Create and present an independent, project based learning Type III investigation.

NJ: 2016 SLS: English Language Arts
NJ: Grade 5

Reading: Informational Text

Craft and Structure
NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas
NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the

What are the parts of the brain and their functions?
How is the brain used in meaningful, relevant research?
How does an independent research investigation incorporate 21st-century skills?

The brain is an organic, flexible structure that is constantly developing and adapting to its environment.

Meaningful, relevant research projects provide students the opportunity to know themselves as learners, take an active role in their learning process while examining authentic brain related topics.

1. Discover the brain's physical structure and examine its functions.

- a. Identify and draw the three main parts of the brain and the lobes - diagrams & crosswords.
- b. Discover and analyze the functions within the brain.
- c. Create neurons and dendrites using various materials.

d. Examine this website:

<http://faculty.washington.edu/chudler/neurok.html>

e. Watch You Tube videos: "The Learning Brain" -

<https://www.youtube.com/watch?v=cgLYkV689s4> and <https://www.youtube.com/watch?v=LNHBMFCzznE>

f. Discuss and debate hemisphericity: Right Brain vs. Left Brain activity (draw a man, compare lists of right & left brain functions).

2. Analyze and distinguish the eight multiple intelligences.

a. Take multiple intelligence tests:

<http://www.literacy.net/org/mi/assessment/findyourstrengths.htm>

<https://www.psychologytoday.com/tests/iq/multiple-intelligences-learning-style-test>

<https://mypersonality.info/multiple-intelligences/>

b. Students graph comparisons of their own multiple intelligences.

c. Students create a study guide for themselves based on their preferred strengths.

3. Identify to understand a variety of thinking skills so as to better develop personal metacognitive skills.

a. Define different types of thinking - cut apart and play various vocabulary games to familiarize students with these terms to distinguish their definitions.

b. Complete crossword puzzles (logic).

c. "Great minds do not think alike" activity along with written assignment "Thought Process Analysis" (See attachment below).

d. Create a SCAMPER activity (see attachment).

same topic in order to write or speak about the subject knowledgeably.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Assessment – Project Based Learning (PBL) Assessment

4. Independent research investigation: problem-based learning.

- Research skills start by examining the main topic, subtopics, and websites by exploring interests & learning styles.
- Introduce Type III Problem-based investigation.
- Organize and plan the problem-based investigation.
- Distinguish & design research techniques and strategies: KQT Ch note taking, citing resources, and using reliable websites.
- Create and modify surveys & data collection.
- Connect with a mentor: find careers and related fields & conduct interviews.
- Monitor Project Work: how to use resources, product management plan, revising, editing, maintaining organization.
- Student Presentation and/or Showcase.
- Complete student self-assessment.



[TED talk by a neuroscientist brain researcher](#)



[Paper Bag Metacognition.docx](#)



[SCAMPER activity.pdf](#)



[Scamper assessment.psf](#)



[Brain Crossword.png](#)



[Brain crossword clues.png](#)



[Definitions of Different Types of Thinking.docx](#)



[Types of Thinking puzzle.png](#)



[Different Types of Thinking Puzzle Clues.docx](#)



[Great Minds Don't Think Alike.pdf](#)



[One Minute Online Mystery-free sign up](#)

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

NJLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Range of Writing

NJLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Presentation of Knowledge and Ideas
NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

SL.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.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.5.6. Acquire and use accurately

grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

NGSS: Science and Engineering Practices

NGSS: 3-5

Practice 1. Asking questions (for science) and defining problems (for engineering)

Asking questions and defining problems in 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships.

Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.

Practice 2. Developing and using models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

Develop and/or use models to describe and/or predict phenomena.

Practice 3. Planning and carrying out investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.

Evaluate appropriate methods and/or tools for collecting data.

Make observations and/or measurements to produce data to serve as the basis for evidence for an

explanation of a phenomenon or test a design solution.

Practice 4. Analyzing and interpreting data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

Represent data in tables and/or various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.

Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.

Analyze data to refine a problem statement or the design of a proposed object, tool, or process.

Practice 6. Constructing explanations (for science) and designing solutions (for engineering)

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

Identify the evidence that supports particular points in an explanation.

Practice 7. Engaging in argument from evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

Respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing

specific questions.

Practice 8. Obtaining, evaluating, and communicating information

Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.

Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.

Communicate scientific and/or technical information orally and/or in written formats, including various forms of media and may include tables, diagrams, and charts.

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