

# BLOOMINGDALE PUBLIC SCHOOLS

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## GIFTED & TALENTED CURRICULUM GRADE 5

Approval Date:  
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## I. OVERVIEW

The Grade 5 Gifted & Talented curriculum reflects the theme of DEVELOPMENT throughout the units covered during the year. Project based learning and student choice is embedded in every unit to give students agency and voice in their learning, either through a choice of topic, product or learning style.

Throughout the year of DEVELOPMENT, students first investigate economics and government through a study of currency and the executive departments (Economics and the Executive). Following a study of economics, students explore the idea of entrepreneurship and innovation in today's society (Entrepreneurship)

G&T N.J.A.C. 6A:8 Standards and Assessment, N.J.S.A. 18A:35-35 Gifted and Talented Students Students who possess or demonstrate a high level of ability, in one or more content areas, when compared with their chronological peers in the local school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

## II. RATIONALE

The Gifted & Talented Program serves the identified population of gifted students in grades two through eight. This enrichment pullout program offers students the chance to interact with peers of similar ability, while remaining a part of the regular classroom setting. The interdisciplinary, differentiated curriculum for the students in the Gifted & Talented Program is intended to be high interest, while at the same time enhancing the present core curriculum. Issues arising from the units are relevant to our times, expose students to new subjects and broaden student interests. Activities are adjusted in pace and depth to meet the needs of the children in each group. The Gifted & Talented Program encourages independent learning, research, and individual product development. Creative problem solving and critical thinking skills are stressed. Students are challenged to become consumers and producers of knowledge.

## III. STUDENT OUTCOMES ([Link to New Jersey Student Learning Standards](#))

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

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Students will:

1. Demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
2. Interpret and apply evidence of mastery of the big ideas within a subject area: what they look like, and why they matter.
3. Generate new ideas, solve problems, and make decisions.
4. Apply a variety of thinking skills including, but not limited to, associative, metacognitive, abstract, and inferential thinking and deductive reasoning.
5. Create and present information in a variety of methods (oral, visual, written and technological) in order to share thoughts and ideas with others.
6. Translate a variety of concepts learned in the classroom into innovative outcomes.
7. Engage in self-reflection/assessment with respect to their interests, strengths, identities, leadership, and academic domains.
8. Develop the ability to sense a problem exists, define and analyze the problem, then determine, assess and evaluate possible solutions.
9. Exhibit self-reliance when working independently and respond effectively to unexpected experiences and challenges.
10. Utilize digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create communication and knowledge.
11. Apply knowledge of disciplines to produce work that reflects individuality and creativity at a more advanced level than their grade-level peers.
12. Develop products and outcomes that communicate expertise in multiple fields and disciplines (including technology) that may be presented to a variety of authentic audiences.

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13. Display competence in interpersonal and technical communication skills: promote advanced oral and written skills, and creative expression; display fluency with technologies that support effective communication.
14. Demonstrate the importance of cooperation and individual acceptance within a group setting.

### Links to NEW JERSEY STUDENT LEARNING STANDARDS

- [Visual and Performing Arts](#)
- [English Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [Technology](#)
- [21st Century Life and Careers](#)

Modifications/Differentiation and Adaptations: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the [following link](#). Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

### IV. ESSENTIAL QUESTIONS AND CONTENT

#### Overarching Essential Questions:

#### **Unit 1 - Economics & The Executive**

- What is the historical concept of currency?
- How does currency vary country by country?
- What are the benefits and drawbacks of a uniform currency?
- What are the modern day security features of currency?
- What executive departments play a role in currency development?
- When designing a currency system, what overall ideas does an executive have to consider?

#### **Unit 2 - Entrepreneurship**

- How are entrepreneurs problem solvers and innovators who find opportunities to provide new products or services in the marketplace?

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- How do entrepreneurs turn their ideas into profitable businesses, through risk and initiative, that provide new products or services to the public?
- How do business ventures follow an organized plan of action?
- How do entrepreneurs design, launch and run a business where products or services are offered?

## Instructional Standards

### NAGC - Gifted Education Program Standards

#### **Standard 1: Learning and Development**

1.1 Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and intellectual, academic, creative leadership, and artistic domains.

1.2 Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.

1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.

1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.

#### **Standard 2: Assessment**

2.5. Learning Progress. Students self assess their learning progress.

#### **Standard 3: Curriculum & Planning**

3.1. Curriculum Planning: Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year.

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3.2. Talent Development: Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.

3.3. Responsiveness to Diversity: Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.

3.4. Instructional Strategies: Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.

3.5. Instructional Strategies: Students with gifts and talents become independent investigators.

3.6. Resources: Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.

### **Standard 4: Learning Environments**

4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.

4.2. Social Competence: Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

4.3. Responsibility and Leadership: Students with gifts and talents demonstrate personal and social responsibility

4.4. Cultural Competence: Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.

4.5. Communication Competence: Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.

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## Standard 5: Programming

5.3. Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.

5.4. Collaboration. Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.

5.8. Evaluation of Programming and Services. Students with gifts and talents have access to programming and services required for the development of their gifts and talents as a result of ongoing evaluation and program improvements.

## V. INSTRUCTIONAL STRATEGIES

- Project Based Learning
- Direct Instruction
- Differentiation
- Student projects
- Class/Group discussion
- Individual conferencing
- Presentations

## VI. EVALUATION METHODS

Formative:

- Class Participation: 25% - Participation in group discussions, attempting thinkers (Do Now Problem Solving Challenges), cooperative groups, presentations, being prepared for class.
- In Class Activities: 25% - Journal entries, projects, quizzes, experiments, activity sheets

Summative:

- Unit Project: 50% - Project Based Learning Assessment

## VIII. CURRICULUM RESOURCES

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Instructional materials:

National History Day resources/theme packet: <https://www.nhd.org/>

Local historical records and research materials: <https://sclsnj.org/research-learn/local-history-genealogy/> and <https://www.libraries.rutgers.edu/scua/NHD>

State and national historical research materials (political, social, economic, etc):

<http://memory.loc.gov/ammem/index.html>

<https://chroniclingamerica.loc.gov/>

<https://www.hathitrust.org/>

<https://www.archives.gov/education/history-day/online.html>

<https://learninglab.si.edu/>

<http://www.worldcat.org/>

<https://www.libraries.rutgers.edu/indexes/jerseyclicks>

<https://help.nytimes.com/hc/en-us/articles/115014772767-Archives>



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## IX. SCOPE AND SEQUENCE

### Unit 1 : Economics & The Executive (~16 Week/ Session Unit)

#### Essential Questions:

- What is the historical concept of currency?
- How does currency vary country by country?
- What are the benefits and drawbacks of a uniform currency?
- What are the modern day security features of currency?
- What executive departments play a role in currency development?
- When designing a currency system, what overall ideas does an executive have to consider?

#### Interdisciplinary Connections:

In this unit, students will connect technology, art, economics, government and research skills while analyzing US currency. Utilizing online tools and research, they will become experts on existing US currency and anti-counterfeiting security, explore the historical figures honored on currency, investigate economics and banking practices, design new currency and understand how the executive branch of government, including the treasury department, works in the US government.

Learning Objective	Evaluation/ Assessment	Teacher Notes	Suggested Timeline
Be able to conduct research into the origins of currency	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	2 Sessions
Be able to identify the historical development of US currency and its comparison to global currencies	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	2 Sessions
Be able to compare and contrast the benefits and drawbacks of uniform currency	Student Portfolio Project Rubrics Progress Log	Provide students with varied ways to demonstrate mastery of content.	2 Sessions

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	Student Conferencing		
Be able to research anti-counterfeiting security measures used in currency production.	Student Portfolio Project Rubrics Progress Log Student Conferencing Oral Presentation	Provide students with varied ways to demonstrate mastery of content.	3 Session
Be able to research the executive branch and its role in currency production	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	2 Session
Be able to develop a currency system that takes into account current research and security measures.	Student Portfolio Project Rubrics Progress Log Student Conferencing Oral Presentation	Provide students with varied ways to demonstrate mastery of content.	5 Sessions

### Sample Project Based Learning Activity

While exploring the key ideas of currency and the role the executive plays, students will develop a new currency for an emerging society. They will take into account its use, security features, design for use and the role the government plays in its management. Students will present a culminating project to their peers on the new currency.

### Resources:

Currency Counterfeit Training: <https://www.uscurrency.gov/educational-materials/training-course>

Executive Departments: <https://www.usa.gov/federal-agencies/white-house>

Project management tools and online productivity software (GAfE): <https://edu.google.com/products/gsuite-for-education/>

### Supplementary Materials:

Varied depending on student choice topics

### Modifications for Learning:

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Modifications/Differentiation and Adaptations: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the [following link](#). Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

### **Career Readiness, Life Literacies, and Key Skills:**

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem

### **Computer Science & Design Thinking:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

## **Unit 2: Entrepreneurship ( ~ 15 week/session unit)**

### **Essential Questions:**

- How are entrepreneurs problem solvers and innovators who find opportunities to provide new products or services in the marketplace?
- How do entrepreneurs turn their ideas into profitable businesses, through risk and initiative, that provide new products or services to the public?
- How do business ventures follow an organized plan of action?
- How do entrepreneurs design, launch and run a business where products or services are offered?

### **Interdisciplinary Connections:**

Small groups of students will create solutions to unique situations. Collaboration, independence, problem-solving, resourcefulness and risk-taking skills are needed by all students to create hands-on solutions. For example, students may choose to create a balsa wood structure that supports weight given a set of parameters, or they may choose to create a skit about a famous mentor who advises them in creating a new food product. Flexible, fluent thinking is encouraged to connect ideas from multiple disciplines in creative problem solving.

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Learning Objective	Evaluation/ Assessment	Teacher Notes	Suggested Timeline
Be able to define the term entrepreneurship.	Final Product or Performance demonstrating creative thinking. Peer Feedback Self Reflection Interest Survey	Provide students with varied ways to demonstrate mastery of content.	1 Session
Be able to identify an entrepreneurs role in product develop or services in the marketplace	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	2 Sessions
Be able to examine how an entrepreneur turns an idea into a profitable business	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	2 Sessions
Be able to examine risk and initiatives involved in business and how they impact the public market	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	2 Sessions
Be able to develop a business plan for a new idea/concept	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	5 Sessions
Be able to identify set up costs and operational costs of a business.	Student Portfolio Project Rubrics Progress Log Student Conferencing	Provide students with varied ways to demonstrate mastery of content.	3 Sessions

### Sample Project Based Learning Activity

A business plan helps you organize your ideas for your business on paper. It's useful because it serves a guide, it is used to help secure funding, it helps you realize the many aspects of your business and it helps develop confidence that your ideas can work.

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A Business plan takes lots of research, thinking and writing. Libraries, government sources and professional associations are good resources to help you write your Business Plan. There is not one specific model for a Business Plan so you may change it to adapt to your business ideas.

### Part 1: Describe your business

Name

Goals

What product or service do you plan to sell?

Location of the business

Contact information

Hours of operation

### Part 2: Describe the employees

Skills and experiences needed to make business work

What experience and skills do you have

Which areas of skills will be needed

Who will help (Name the people)

### Part 3: Who are your potential customers? (target market)

Why do they need your product or service

How will you set your price

Who are your competitors

How are your competitors different than you

What sales tools will you use

What are your sales goals?

### Part 4: What are your finances?

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What materials do you need to start a business?

What is the cost of each item?

How will you get money for your start-up costs?

What is your estimated income for your first month?

What are your estimated expenses for your first month?

How will you keep track of your income, expenses and costs?

### Part 5: Supporting Information:

Customer surveys

Market research

Fliers, business cards, etc.

Adapted from *Entrepreneurship: Merit Badge Series. (2016). Boy Scouts of America.*

### Resources:

Guide For Creating a Product Supplement

History of Economics Supplement

Entrepreneurial Vocabulary Supplement

History of Video Games Supplement

Information for Preparing a Business Plan Supplement

### Supplementary Materials:

Varied depending on student choice topics

### Modifications for Learning:

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### **Career Readiness, Life Literacies, and Key Skills:**

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance

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

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

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

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

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. Monitor progress: Students need to check with the teacher no later than the end of each checkpoint to prove progress. Notes, sketches, brainstorming should be provided as necessary.

### **Computer Science & Design Thinking:**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

#### Legal Disclaimer:

*This curriculum has been developed with stakeholder input and administrative approval. All or parts of the curriculum may have been inspired from open source documents produced by other school districts. This curriculum is obligated to follow all parts of New Jersey Administrative Code. Adjustments can be made to comply with administrative code outside of the district's standard revision cycle but only with approval from the Bloomingdale Board of Education.*