

Overview

In grades 3-4, students in the REACH program participate in activities designed to meet their unique academic and socioemotional needs. Students practice analyzing, synthesizing, generating original ideas, building their self-awareness, thinking flexibly, imagining, increasing their fluency, elaborating, problem solving and communicating. Independent projects allow students the opportunity to think creatively and express their learning through a variety of products.

The third grade REACH curriculum focuses attention on gaining an understanding of different learning styles, challenging the students to develop innovative ideas, developing problem solving skills needed to turn ideas into viable solutions, and utilizing research on a student-driven project. Students participate in self-directed digital and collaborative learning experiences to help them build on their particular strengths.

Map

| Unit | Pacing | Essential Questions | Enduring Understandings | Content / Skills | Assessment | NJCCCS CPI / Common Core |
|--|---------|--------------------------------|---|---|---------------|---|
| Unit I Learning Styles and Self-Awareness | 7 weeks | How do different people learn? | Awareness of oneself has an impact on learning. | Key Terms: Learning styles Demonstrating self-awareness | Self-portrait | 9.2.4.A.2 - Identify various life roles and civic and work-related activities in the school, home, and community. CCSS.ELA-LITERACY.W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| | | | | | | |
|---|-----------------|--|---|--|---|---|
| <p>Unit II</p> <p>Creating New Ideas to Entertain, Challenge or Amuse</p> | <p>11 weeks</p> | <p>How do people develop innovative ideas?</p> | <p>Invention and innovation are creative ways of turning ideas into tangible objects.</p> | <p>Key Terms:</p> <p>Analyzing</p> <p>Synthesizing</p> <p>Generating original ideas</p> <p>Increasing fluency in reading, writing and speaking</p> | <p>Project that displays creativity such as an original rounder puzzle or number system</p> | <p>CCSS.ELA-LITERACY.SL.3.1.D - Explain their own ideas and understanding in light of the discussion.</p> <p>8.2.5.C.5 - Explain the functions of a system and subsystems.</p> |
| <p>Unit III</p> <p>Creating New Ideas to Solve Problems</p> | <p>11 weeks</p> | <p>What are steps to solve a problem?</p> | <p>Invention and innovation are creative ways of solving problems.</p> | <p>Key Terms:</p> <p>Analyzing</p> <p>Researching</p> <p>Solving problems</p> <p>Generating original ideas</p> <p>Communicating</p> | <p>Identify a problem and describe a solution</p> | <p>CCSS.ELA-LITERACY.SL.3.1.B - 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).</p> <p>CCSS.ELA-LITERACY.SL.3.1.C - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D - Explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> |

| | | | | | | |
|------------------------------------|----------------|---|--|--|---|--|
| <p>Unit IV Passion Project</p> | <p>7 weeks</p> | <p>What do I know, and what do I want to know more about?</p> | <p>Everyone is a learner. The cycle of inquiry applies to learning about any topic.</p> | <p>Key Terms: Self-directed learning Research process Engaging in self-directed learning</p> | <p>Final project/presentation Self-reflection on independent project process</p> | <p>CCSS.ELA-LITERACY.RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 9.2.4.A.3 - Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> |
|------------------------------------|----------------|---|--|--|---|--|

Bibliography

Unit 1 – Learning Styles and Self-Awareness (Renzulli Profile, Marvelous Me)

Catalanotto, Peter. *Matthew A.B.C.* New York: Richard Jackson, 2002.

Unit 2 – Creating New Ideas to Entertain, Challenge or Amuse (Rounder, Paul Klee, Poetic, Creative Counting)

Venezia, Mike. *Paul Klee*. Chicago: Children's, 1991.

Who Is The Artist? Painters of Fantasy Art - Chagall, Klee, Magritte. Crystal Productions, 2005. DVD.

Various resources related to individual student research

Unit 3 – Creating New Ideas to Solve Problems (Rube Goldberg, Travel Design, Fads, Hour of Code)

Caney, Steven. *Steven Caney's Invention Book*. New York: Workman Pub., 1985

Wolfe, Maynard Frank, and Rube Goldberg. *Rube Goldberg: Inventions*. New York: Simon & Schuster, 2000.

Simple Machines Set with Guide and Activity Cards. Vernon Hills, IL: Learning Resources.

Various resources related to individual student research

Unit 4 – Passion Project

Various resources related to individual student research

Webliography

Unit 1

Renzulli Learning Systems, www.rezullilearning.com

Unit 2

Brain Pop - Art Concepts, www.brainpop.com/artsandmusic/artconcepts

Brain Pop – Imagination, www.brainpop.com/artsandmusic/artconcepts/imagination

Unit 3

Brain Pop - Energy Technologies, www.brainpop.com/technology/energytechnology

Brain Pop - Engineering and Technology, www.brainpop.com/technology

Brain Pop - Science and Industry, www.brainpop.com/technology/scienceandindustry

Brain Pop – Simple Machines, www.brainpop.com/technology/simplemachines

Brain Pop – Transportation, www.brainpop.com/technology/transportation

Edheads - Simple Machines, www.edheads.org/activities/simple-machines

Engineering Games, Tinker Ball (Rube Goldberg),

www.engineering-games.net/logic-games/76/tinker-ball

FOSSweb, Rube Goldberg (Burglar Catcher),

www.fossweb.com/delegate/ssi-foss-ucm/Contribution%20Folders/FOSS/multimedia_2E/Variables_MM/activities/whiteboard/rubegoldberg/index.html

Hour of Code - www.hourofcode.com/us

PBS Kids - Rube Goldberg, pbskids.org/zoom/games/goldburgertogo/rubegame.html

Unit 4

GoQuest Learning