

Wandell Elementary School Enrichment Program Curriculum



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Wandell School Enrichment Program Rationale and Overview

The Wandell School Enrichment Program supports the educational philosophy that every child has special talents and gifts. Wandell's Enrichment Program incorporates a wide variety of higher-level educational experiences, opportunities, and resources.

Our Enrichment Program is based upon components of Joseph Renzulli's Schoolwide Enrichment Model, which was developed around the idea that, "Schools are places for talent development," (Renzulli, 1994). The Schoolwide Enrichment Model has three main goals: to develop talents in all children, to provide a broad range of advanced-level enrichment opportunities for all students, and to provide follow-up opportunities for students, based upon their strengths and interests. The Wandell School Enrichment Program focuses on enrichment for all students through a variety of engaging and challenging learning experiences.

The Enrichment teacher meets on a weekly basis with all K-5 classes to provide whole-class Enrichment lessons. All general education and special education students participate in the whole-class Enrichment Program. The whole-class program emphasizes higher-level and critical thinking skills, creativity, problem-based learning opportunities, and lessons that incorporate various learning modalities.

In addition to weekly whole-class Enrichment lessons, pull-out Enrichment/Gifted-Talented classes will be offered to eligible students. Students who qualify for the pull-out Enrichment/GT Program must demonstrate above-average ability, a high level of task commitment, and a high level of creativity. Students in this program are generally functioning 2 years above their current grade level placement. The pull-out Enrichment/GT Program aims to academically challenge all eligible students, so that they may develop their intellectual potential. Multiple measures are required to identify eligibility for inclusion in the pull-out Enrichment/GT Program. Students in Grades K-1 must meet a minimum of three criteria, and students in Grades 2-5 must meet a minimum of five criteria in order to qualify for the pull-out Enrichment/GT Program. The multiple assessment tools that may be used for identification include:

- CSI (Cognitive Skills Index): Score of 130 or higher, OR top 10% of a class
- Standardized Test Scores: Terra Nova- Minimum Score 97-99th percentiles or top 10% of class *Please note: The district will not use

PARCC results to make any placement decisions during the 2015-16 school year, due to the fact that the district is transitioning to this new assessment. The results from the 2014-15 PARCC will not be available until late fall 2015. In future years, we will assess the usefulness of PARCC for student placement purposes.

- SAGES-2 (Screening Assessment of Gifted Elementary and Middle School Students) – Includes 3 subtests: Reasoning, Math/Science, Language Arts/Social Studies: Quotient of 121 or higher, OR top 10% of class on any of the subtests
- Naglieri Nonverbal Ability Test: Exceptional Range
- Intelligence Tests (Kaufman Brief Intelligence Test – Minimum Score of 97% , WISC IV or V – Minimum Score of 135)
- Rating Scales (GATE – Minimum Score of 121, SRBCSS – Minimum Score of 85%)
- Report Card Grades (In consultation with teachers, and a minimum of one “4” per subject area for which a student is recommended)
- Outstanding Student Work/Performance in a Certain Subject Area
- Teacher and/or Parent Nominations/Recommendations

The Wandell School Enrichment Program is committed to providing all students, including those with exceptional abilities, varied and challenging experiences that will foster positive attitudes toward continued learning and educational excellence.

Wandell School Enrichment Program
Overall Goals & Objectives

The Wandell School Enrichment Program is designed to:

- develop students' abilities and skills to engage in critical thinking activities and responses.
- develop students' creative thought processes and responses.
- develop research skills needed to become independent learners.
- develop students' abilities and skills to self-evaluate their own learning progress.
- develop students' interest in seeking and expanding their own knowledge in areas of specific interests and/or talents.
- develop students' abilities to interact effectively within small and large-group settings.

Wandell School Enrichment Program
Curriculum

We believe that it is important for an enrichment curriculum to be flexible, in order to allow for the exploration and study of a wide variety of topics. The flexibility of the curriculum makes it possible for the Enrichment teacher to deliver instruction that is tailored to the specific needs and interests of her diverse group of students. Wandell's Enrichment Program has specific goals and objectives for each grade level, and each objective is aligned with Common Core State Standards, 21st Century Life and Careers New Jersey Core Curriculum Content Standards, and/or Next Generation Science Standards. Suggested programs and resources have been provided for each grade level. The Enrichment teacher may choose from the suggested programs or select other programs, in order to meet the grade-level objectives while best meeting the needs of her students.

Wandell School Enrichment Program
Kindergarten Curriculum

Objectives & Standards:

1. In the area of **divergent/creative thinking**, students will be able to:

- use fluent and flexible thinking to brainstorm ideas and/or solutions.
- illustrate interpretations.
- create and construct original designs with a variety of supplies.
- invent to solve a problem.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-Literacy.SL.K.1.A&B, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6
- o CCSS.MATH.PRACTICE.MP.1
- o NGSS K-2 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking**, students will be able to:

a. use **deductive thinking** to:

1. formulate predictions/hypotheses.
2. put clues together in order to deduce the one correct answer to a problem.
3. look for clues in a picture to deduce the correct answer to questions.

b. use **analytical thinking** to:

1. analyze story elements.
2. compare and contrast story elements.
3. sort, classify, and organize through the use of attribute activities.
4. make comparisons between two sets of things while solving pictorial analogies.
5. determine the order of pictorial sequences.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP 6, CRP8, and CRP 12
- o CCSS.ELA-Literacy.RL.K.1, RL.K.2, RL.K.3, RL.K.7, RL.K.9, RL.K.10
- o CCSS.ELA-Literacy.SL.K.1.A&B, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6
- o CCSS.MATH.CONTENT.K.G.B.4, K.MD.A.1, MD.A.2

3. In the area of **visual/spatial thinking**, students will be able to:

- mentally manipulate shapes.
- use concrete manipulatives to construct a visual product.
- identify and decode patterns.

Standards:

- NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- CCSS.MATH.CONTENT.K.G.A.2, K.G.B.5, K.G.B.6
- CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:

- use criteria to select the best choice from several choices.
- base decisions on factual considerations, not opinions.
- support the choices they make.

Standards:

- NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- CCSS.ELA-LITERACY.SL.K.1.A, SL.K.1.B, SL.K.6

Suggested Programs & Resources for Kindergarten Enrichment:

- AIMS Under Construction – Exploring Technology: Materials, Tools, and Design (Grades K-2)
- Engineer Through the Year: 20 Turnkey STEM Projects to Intrigue, Inspire & Challenge (Grades K-2)
- Just Think, Program One
- Kindergarten Primary Education Thinking Skills (P.E.T.S.)
- Lollipop Logic (Grades K-2)
- Mr. & Little Miss Books
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges
- Wonders: Differentiated Curriculum Kit (Grade K)
- Year Round Project-Based Activities for STEM (Grades Pre-K-K)

Wandell School Enrichment Program
First Grade Curriculum

Objectives & Standards:

1. In the area of **divergent/creative thinking**, students will be able to:

- use fluent and flexible thinking to brainstorm ideas and/or solutions.
- use imagination to see extraordinary possibilities in ordinary items.
- illustrate interpretations.
- incorporate patterns into original and creative stories.
- demonstrate creative thinking with word play.
- create and construct original designs with a variety of supplies.
- adapt items to be used for an alternate purpose.
- invent to solve a problem.

Standards:

- NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- CCSS.ELA-LITERACY.RL.1.1, RL.1.2, RL.1.3, RL.1.4,
- CCSS.ELA- LITERACY.W.1.3, W.1.5
- CCSS.ELA- LITERACY.L.1.5
- CCSS.ELA-LITERACY.SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6
- CCSS.MATH.PRACTICE.MP.1
- NGSS K-2 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking**, students will be able to:

a. use **deductive thinking** to:

1. formulate predictions/hypotheses.
2. put clues together in order to deduce the one correct answer to a problem.
3. look for clues in a picture to deduce the correct answer to questions.

b. use **analytical thinking** to:

1. sort, classify, and organize through the use of attribute activities.
2. determine rules for classifying.
3. compare and contrast objects and ideas.
4. make comparisons between two sets of things while solving pictorial analogies.
5. interpret and use figurative language.
6. use various manipulatives to solve mathematical problems.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.L.1.5
- o CCSS.ELA-LITERACY.SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6
- o CCSS.MATH.CONTENT.1.G.A.1
- o CCSS.MATH.PRACTICE.MP.1

3. In the area of **visual/spatial thinking**, students will be able to:

- mentally manipulate shapes.
- use concrete manipulatives, such as tangrams, to construct a visual product.
- identify and decode patterns.
- create original patterns.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6
- o CCSS.MATH.CONTENT.1.G.A.1, 1.G.A.2
- o CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:

- use a graphic organizer to gather and organize decision-making information.
- use criteria to select the best choice from several choices.
- base decisions on factual considerations, not opinions.
- support the choices they make.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6
- o CCSS.ELA-LITERACY.W.1.1, W.1.8

Suggested Programs & Resources for First Grade Enrichment:

- AIMS Under Construction – Exploring Technology: Materials, Tools, and Design (Grades K-2)
- Analogies for Beginners
- Engineer Through the Year: 20 Turnkey STEM Projects to Intrigue, Inspire & Challenge (Grades K-2)
- Lollipop Logic (Grades K-2)
- Math Rules! 1st-2nd
- Multiage Differentiated Curriculum Kit, Grades 1-3 (Prufrock Press)
- Primary Education Thinking Skills (P.E.T.S.)
- Problem Play
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges

Wandell School Enrichment Program
Second Grade Curriculum

Objectives & Standards:

1. In the area of **divergent/creative thinking**, students will be able to:

- use fluent and flexible thinking to brainstorm ideas and/or solutions.
- use imagination to see extraordinary possibilities in ordinary items.
- illustrate interpretations.
- brainstorm and use words creatively to add richness to their writing.
- demonstrate creative thinking with word play.
- create and construct original designs with a variety of supplies.
- use the "SCAMPER Process" (Substitute something, Combine things, Add something, Make parts smaller or bigger, Put the item or parts to another use, Eliminate something, and Rearrange parts) to adapt items to be used for an alternate purpose.
- invent to solve a problem.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.RL.2.1
- o CCSS.ELA-LITERACY.L.2.5
- o CCSS.ELA-LITERACY.SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6
- o CCSS.MATH.PRACTICE.MP.1
- o NGSS K-2 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking**, students will be able to:

a. use **deductive thinking** to:

1. formulate predictions/hypotheses.
2. put clues together in order to deduce the one correct answer to a problem.
3. use a logic grid to organize clues into a visual representation of a logic problem.

b. use **analytical thinking** to:

1. sort, classify, and organize through the use of attribute activities.
2. determine rules for classifying.
3. compare and contrast objects and ideas.
4. make comparisons between two sets of things while solving pictorial analogies.
5. interpret and use figurative language.
6. use various manipulatives to solve mathematical problems.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.L.2.5
- o CCSS.ELA-LITERACY.SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6
- o CCSS.MATH.CONTENT.2.G.A.1
- o CCSS.MATH.PRACTICE.MP.1

3. In the area of **visual/spatial thinking**, students will be able to:

- mentally manipulate shapes.
- use concrete manipulatives, such as tangrams, to construct a visual product.
- identify and decode patterns.
- create original patterns.
- combine visual thinking and storytelling to solve and create nursery rhymes using abstract shapes instead of words.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6
- o CCSS.MATH.CONTENT.2.G.A.1
- o CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:

- use a graphic organizer to gather and organize decision-making information.
- use criteria to select the best choice from several choices.
- base decisions on factual considerations, not opinions.
- support the choices they make.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6
- o CCSS.ELA-LITERACY.W.2.2

5. In the area of **creative problem solving**, students will be able to:

- fact find – collect and organize facts about the problem.
- identify the main problem.
- generate creative ideas for possible solutions.
- use criteria to evaluate the possible solutions.
- select the best solution.
- develop a plan of action for implementing the solution.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6
- o CCSS.ELA-LITERACY.W.2.2

Suggested Programs & Resources for Second Grade Enrichment:

- AIMS Under Construction – Exploring Technology: Materials, Tools, and Design (Grades K-2)
- Analogies for Beginners
- Detective Club: Mysteries for Young Thinkers (Grades 2-4)
- Engineer Through the Year: 20 Turnkey STEM Projects to Intrigue, Inspire & Challenge (Grades K-2)
- Logic Safari, Book 1
- Lollipop Logic (Grades K-2)
- Math Rules! 1st-2nd
- Multiage Differentiated Curriculum Kit, Grades 1-3 (Prufrock Press)
- Primary Education Thinking Skills 2 (P.E.T.S.)
- Primarily Logic
- Primarily Problem Solving
- Scamper
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges

Wandell School Enrichment Program
Third Grade Curriculum

Objectives & Standards:

1. In the area of **divergent/creative thinking**, students will be able to:
- use fluent and flexible thinking to brainstorm ideas and/or solutions.
 - use imagination to see extraordinary possibilities in ordinary items.
 - demonstrate creative thinking with word play.
 - create and construct original designs with a variety of supplies.
 - use the "SCAMPER Process" (Substitute something, Combine things, Add something, Make parts smaller or bigger, Put the item or parts to another use, Eliminate something, and Rearrange parts) to adapt items to be used for an alternate purpose.
 - invent to solve a problem.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
- o CCSS.MATH.PRACTICE.MP.1
- o NGSS 3-5 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking**, students will be able to:
- a. use **deductive thinking** to:
1. formulate predictions/hypotheses.
 2. put clues together in order to deduce the one correct answer to a problem.
 3. use a logic elimination grid to organize clues into a visual representation of a logic problem.
 4. create logic puzzles for their peers to solve.
- b. use **analytical thinking** to:
1. sort, classify, and organize through the use of attribute activities.
 2. determine rules for classifying.
 3. compare and contrast objects and ideas.
 4. make comparisons between two sets of things while solving analogies.
 5. interpret and use figurative language.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
- o CCSS.ELA-LITERACY.L.3.5

3. In the area of **visual/spatial thinking**, students will be able to:

- mentally manipulate shapes.
- use concrete manipulatives, such as pentomino shapes, to solve problems.
- identify and decode patterns.
- create original patterns.
- apply the Four Color Map Theorem while coloring maps.
- look for visual clues from different perspectives and look for interrelationships of visual clues.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
- o CCSS.MATH.CONTENT.3.G.A.1
- o CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:

- use a graphic organizer to gather and organize decision-making information.
- use criteria to select the best choice from several choices.
- base decisions on factual considerations, not opinions.
- support the choices they make.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
- o CCSS.ELA-LITERACY.W.3.2

5. In the area of **creative problem solving**, students will be able to:

- fact find – collect and organize facts about the problem.
- identify the main problem.
- generate creative ideas for possible solutions.
- use criteria to evaluate the possible solutions.
- select the best solution.
- develop a plan of action for implementing the solution.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
- o CCSS.ELA-LITERACY.W.3.2

Suggested Programs & Resources for Third Grade Enrichment:

- Connections: Activities for Deductive Thinking
- Envision: An Inspirational Real-World Program for Gifted Learners (Grade 3)
- Detective Club: Mysteries for Young Thinkers (Grades 2-4)
- Logic Countdown (Grades 3-4)
- Logic Safari, Book 1 & 2
- Math Rules! 3rd-4th
- Multiage Differentiated Curriculum Kit, Grades 1-3 (Prufrock Press)
- Mystery Festival (The Case of the Missing Bear)
- Primary Education Thinking Skills 3 (P.E.T.S.)
- Primarily Logic
- Primarily Problem Solving
- Scamper
- Stories with Holes by Nathan Levy
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges
- Think-a-Grams Series (The Critical Thinking Company)

Wandell School Enrichment Program
Fourth Grade Curriculum

1. In the area of **divergent/creative thinking**, students will be able to:
- use fluent and flexible thinking to brainstorm ideas and/or solutions.
 - use imagination to see extraordinary possibilities in ordinary items.
 - demonstrate creative thinking with word play.
 - create and construct original designs with a variety of supplies.
 - use the "SCAMPER Process" (Substitute something, Combine things, Add something, Make parts smaller or bigger, Put the item or parts to another use, Eliminate something, and Rearrange parts) to adapt items to be used for an alternate purpose.
 - invent to solve a problem.
 - use a picture as a springboard for creative writing.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6
- o CCSS.ELA-LITERACY.W.4.3, W.4.4, W.4.5, W.4.6
- o CCSS.MATH.PRACTICE.MP.1
- o NGSS 3-5 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking**, students will be able to:
- a. use **deductive thinking** to:
1. formulate predictions/hypotheses.
 2. put clues together in order to deduce the one correct answer to a problem.
 3. use a logic elimination grid to organize clues into a visual representation of a logic problem.
 4. create logic puzzles for their peers to solve.
- b. use **analytical thinking** to:
1. make and support inferences with evidence from a text.
 2. compare and contrast objects and ideas.
 3. make comparisons between two sets of things while solving analogies.
 4. interpret and use figurative language.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.RL.4.1
- o CCSS.ELA-LITERACY.SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6
- o CCSS.ELA-LITERACY.L.4.5

3. In the area of **visual/spatial thinking**, students will be able to:

- mentally manipulate shapes.
- identify and decode patterns.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:

- use a graphic organizer to gather and organize decision-making information.
- use criteria to select the best choice from several choices.
- base decisions on factual considerations, not opinions.
- support the choices they make.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6
- o CCSS.ELA-LITERACY.W.4.2

5. In the area of **creative problem solving**, students will be able to:

- fact find – collect and organize facts about the problem.
- identify the main problem.
- generate creative ideas for possible solutions.
- use criteria to evaluate the possible solutions.
- select the best solution.
- develop a plan of action for implementing the solution.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6
- o CCSS.ELA-LITERACY.W.4.2

Suggested Programs & Resources for Fourth Grade Enrichment:

- Connections: Activities for Deductive Thinking
- Envision: An Inspirational Real-World Program for Gifted Learners (Grade 4)
- Detective Club: Mysteries for Young Thinkers (Grades 2-4)
- Interact Simulation: Invent
- Interact Simulation: Underground Railroad
- Logic Countdown (Grades 3-4)
- Logic Mysteries
- Logic Safari, Book 2
- Math Rules! 3rd-4th
- Mysteries of Harris Burdick by Chris Van Allsburg
- One Hour Mysteries
- Practice Problems for Creative Problem Solving
- Primarily Logic
- Scamper
- Stories with Holes by Nathan Levy
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges
- Think-a-Grams Series (The Critical Thinking Company)

Wandell School Enrichment Program
Fifth Grade Curriculum

1. In the area of **divergent/creative thinking**, students will be able to:
- use fluent and flexible thinking to brainstorm ideas and/or solutions.
 - use imagination to see extraordinary possibilities in ordinary items.
 - demonstrate creative thinking with word play.
 - create and construct original designs with a variety of supplies.
 - use the “SCAMPER Process” (Substitute something, Combine things, Add something, Make parts smaller or bigger, Put the item or parts to another use, Eliminate something, and Rearrange parts) to adapt items to be used for an alternate purpose.
 - invent to solve a problem.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.SL.5.1, SL.5.2, SL.5.3, SL.5.4
- o CCSS.MATH.PRACTICE.MP.1
- o NGSS 3-5 ETS1 Engineering Design 1-1, 1-2, 1-3

2. In the area of **convergent thinking**, students will be able to:

a. use **deductive thinking** to:

1. formulate predictions/hypotheses.
2. put clues together in order to deduce the one correct answer to a problem.
3. use a logic elimination grid to organize clues into a visual representation of a logic problem.
4. create logic puzzles for their peers to solve.

b. use **analytical thinking** to:

1. make and support inferences with evidence from a text.
2. compare and contrast objects and ideas.
3. make comparisons between two sets of things while solving analogies.

Standards:

- o NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- o CCSS.ELA-LITERACY.RL.5.1
- o CCSS.ELA-LITERACY.SL.5.1, SL.5.2, SL.5.3, SL.5.4

3. In the area of **visual/spatial thinking**, students will be able to:

- mentally manipulate shapes.
- identify and decode patterns.

Standards:

- NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- CCSS.MATH.PRACTICE.MP.7

4. In the area of **evaluative/critical thinking**, students will be able to:

- use a graphic organizer to gather and organize decision-making information.
- use criteria to select the best choice from several choices.
- base decisions on factual considerations, not opinions.
- support the choices they make.

Standards:

- NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- CCSS.ELA-LITERACY.SL.5.1, SL.5.2, SL.5.3, SL.5.4
- CCSS.ELA-LITERACY.W.5.2
- CCSS.ELA-LITERACY.RI.5.1, RI.5.7, RI.5.9

5. In the area of **creative problem solving**, students will be able to:

- fact find – collect and organize facts about the problem.
- identify the main problem.
- generate creative ideas for possible solutions.
- use criteria to evaluate the possible solutions.
- select the best solution.
- develop a plan of action for implementing the solution.

Standards:

- NJ CCCS 21st Century Life and Careers Standards CRP4, CRP6, CRP8, and CRP 12
- CCSS.ELA-LITERACY.SL.5.1, SL.5.2, SL.5.3, SL.5.4
- CCSS.ELA-LITERACY.W.5.2
- CCSS.ELA-LITERACY.RI.5.1, RI.5.7, RI.5.9

Suggested Programs & Resources for Fifth Grade Enrichment:

- Envision: An Inspirational Real-World Program for Gifted Learners (Grade 5)
- Interact: Challenge Math Projects: 3-Dimensional Activities That Strengthen Problem-Solving Skills
- Interact Simulation: Game Factory
- K'Nex Education: Simple Machines Deluxe Set
- Logic Mysteries
- Logic Safari, Book 2
- Math Rules! 5th-6th
- Mystery Festival (The Case of the Missing Millionaire)
- Mystery River
- One Hour Mysteries
- Practice Problems for Creative Problem Solving
- Scamper
- Stories with Holes by Nathan Levy
- Teacher-Created STEM (Science, Technology, Engineering, Math) Challenges
- Think-a-Grams Series (The Critical Thinking Company)
- Think Tank