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| **Unit 1**<br>*Professional Slug Ball League* | Students will be introduced to the world of digital art and robotics.  In the first half of the unit the students will use a digital art program to learn the different functions of the program while creating a pair of eyeballs (pupil, iris, and scalera) in their choice of anime, chibi, or own creative design.  They will then use the eyeballs they created to help manufacture the body of a robotic slug creature.  The slug creatures will be powered by Sphero Bolt and have a foosball ball that is part of its tail.  The second half of the unit will be comprised of the students learning how to drive the Bolt powered creature while playing a game of Slug Ball.  The final assessment will demonstrate how well they have learned to drive Bolt as they engage in a friendly Slug Wars competition.<br><br>**Profile of a Graduate Capacities:** Design, Product Creation |
| **Unit 2**<br>*My Beastie and I* | Building off the knowledge gained in unit one of the fourth grade STEAM unit, students will continue expand their knowledge of vector art and motion.  To begin the students will learn how to draw a rendition of themselves as a Funko Pop style character.  The character drawing will be imported into a vector art program on the iPad.  Using layers, the students will recreate their character in a digital format.  The character will be color printed about 4 inches tall.  Next, the students will create a beastie friend of their own design.  The beastie will be powered by Sphero and constructed of paper base.  The students will need to utilize their knowledge from unit one to successfully create a beastie that can run and be controlled via robot power.  The digitalized characterization of themselves will ride upon their beastie to compete in races and the culminating activity of a battle to be the last beastie standing.<br><br>**Profile of a Graduate Capacities:** Design, Idea Generation |

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| **Unit 1**<br>*Coding + Robotics* | In the first unit for fifth grade, the students will begin learning the basics of block coding through the use of a Sphero robot and the corresponding Sphero EDU app.  The students will learn how to use block coding to perform tasks with increasing complexity throughout the learning activities.  The activities (see learning plan) will guided by the facilitator as the students learn how to use the different blocks to perform the given task.  The essential materials needed, as previously stated, are the Sphero robot and the Sphero EDU app.   The unit will culminate with the students collaborating on an original game program that is either new, an iteration of a previous game, or a refactoring of a game created during the unit.<br><br>**Profile of a Graduate Capacities:** Design, Collective Intelligence |
| **Unit 2**<br>*Paper Engineering* | The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.  In this unit, the students will collaborate as they use an iterative process, through engineering design, to create a paper vehicle that is powered via technology.  The students will then run their vehicles through a course to see whose design can survive the rigors of the track.  The unit will launch with a "wonder" YouTube video viewing the art of Chie Hitotsuyama.  The students will use the video as inspiration for developing their own paper designs.<br><br>**Profile of a Graduate Capacities:** Design, Collective Intelligence |