

CLIFTON PUBLIC SCHOOLS

K-5 TALENTED AND GIFTED

CURRICULUM GUIDE

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K-5 TALENTED AND GIFTED

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REVISION COMMITTEE

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K-5 TALENTED AND GIFTED

PURPOSE STATEMENT/PROGRAM DESCRIPTION

Based on the philosophy that each student in Clifton must have the opportunity to develop fullest potential and cognizant of the uniqueness of gifted and talented students, the TAG Program is committed to identifying these students. Gifted and talented students are those children who display outstanding intellectual ability, academic aptitude, creative thinking leadership or exceptional talents in the visual and performing arts by use of multiple criteria. Approximately 3-5% of the general population is gifted in each of these areas. Taken in combination, approximately 10% of the general population is gifted in any one or more areas (Gallagher, 1975).

Students in grades K-2 who are identified as intellectually gifted are enriched in the classroom through curriculum differentiation. The aim is to remove the ceiling on what is learned and promote creativity and higher level cognitive skills. Students in grades 3-5 who are identified as intellectually gifted are provided with a pull-out enrichment program in which they are grouped with peers. These students are provided with a program of multi- and inter-disciplinary units designed to encourage and develop knowledge acquisition, thinking skills, creative expression, and student interaction.

DISTRICT PHILOSOPHY

The Clifton Board of Education firmly believes that it is the inherent right of every child enrolled in the public schools to receive a sound education rooted in equal opportunity and delivered in an environment that ensures physical and mental security. In today's pluralistic technological society, our first and foremost task is to instruct students in the democratic principles found within the ethical framework of the Constitutions of the United States and the State of New Jersey.

The Clifton Board of Education recognizes the importance of promoting early literacy as a foundation for academic success. Through its instructional program and co- and extra-curricular experiences, students will become independent thinkers, good decision makers, and self-supporting, productive citizens.

The Clifton Board of Education promulgates the following goals:

1. To provide students with the skills essential to obtaining information, thinking critically, solving problems, and communicating effectively.
2. To create an atmosphere that encourages students to obtain knowledge and to develop the life skills necessary to enter the work force and/or pursue higher education.
3. To furnish students with knowledge of current and changing technologies across the curriculum.
4. To encourage the school community to become responsible contributors to the decision making process.
5. To develop an appreciation for the creative process through problem-solving and technology.
6. To foster understanding, sensitivity, and respect regarding all cultures.
7. To impart knowledge, practices, and perspectives that promote personal and global health and safety.
8. To nurture an appreciation for the fine, applied, and performing arts.
9. To encourage students to become knowledgeable consumers of electronic information able to discern quality resources.

To attain these goals, the Clifton Board of Education shall provide meaningful instruction, and environment conducive to learning, an opportunity for community input, and a professional staff of the highest quality.

K-5 TALENTED AND GIFTED
OVERALL PROGRAM OBJECTIVES

- I. To engage in concepts enrichment while developing and improving complex, cognitive skills.
- II. To improve the expression of creative thinking abilities.
- III. To develop self-directed learning skills and the likelihood of academic success and personal satisfaction.
- IV. To interact with one another and participate in activities designed to promote self-awareness and acceptance, interpersonal relationships and realistic recognition of abilities.

K-5 TALENTED AND GIFTED

SELECTION OF STUDENTS

The identification process for entrance into the TAG program for the elementary student is a three step process consisting of screening, recommendation, and selection.

SCREENING AND IDENTIFICATION PROCESS FOR GRADES K-2

Children enter school with wide variations in skills, abilities, interests, and experiential backgrounds that help foster readiness to learn. Children are not bound by age from possessing or displaying a variety of talents. At early ages, it is often very difficult to denote how much precocious behavior can be attributed to an enriched home environment versus actual intellectual ability.

Identification of academically gifted students is far more reliable beyond the early grades. The first three primary years are critical for gifted children—as they are for all children—because at this time children are developing educational patterns and attitudes that last a lifetime and may affect later school performance. Although Clifton does not formally affix the label of “gifted” to children in grades K-2, the district does informally evaluate these young students as potentially gifted and believes it is our responsibility to provide a learning environment that will address each child’s instructional needs. Identification of high ability K-2 students is conducted according to the following measures:

1st marking period and ongoing throughout the school year

Preliminary identification of high ability K-2 students

- » Compilation of ***Gifted and Talented Early Identification Criteria***: Kindergarten Screening score, K-2 Nomination Form, Guided reading level
- » Classroom teacher maintenance of ***Early Identification Sheet Update*** November/June
- » ***Informal*** parent communication regarding student readiness, academic strengths, learning styles, multiple intelligences
- » Student Conferencing/Observation

To this end, classroom teachers work to develop and implement appropriate programming for more able learners. The curriculum for K-2 students identified will be differentiated from the

Selection of Students – K-5 Talented and Gifted Continued

regular curriculum in the areas of content, process, and product. Differentiated instructional strategies may include:

- Student centered classroom
- Cooperative environment
- Questioning techniques
- Critical, creative, evaluative, and interpersonal skills
- Learning Centers

The process of identification is continuous. Classroom teachers regularly review student progress and performance and student data is gathered each year in a portfolio.

IMPLEMENTATION OF K-2 PROGRAM

Plan book

The classroom teacher will implement and document weekly curriculum differentiation strategies in plan book regarding content, process, products, and learning environment modifications. This information will be denoted in the plan book with the Gifted and Talented code.

Narrative

The classroom teacher will complete a student progress update in the form of a narrative in November and June of the school year. This narrative is intended to be an overview of the child's progress and should include representational student work to document the student's progress or lack thereof.

This information is to be filed in student portfolio as reference for the following school year.

Early Identification of the Gifted and Talented Nomination Form K-2



Child's Name _____ Grade _____

Teacher Completing Form _____ Date _____

Directions: Please circle then number for each item that best describes this student.

5. Demonstrates the trait to a high degree
4. Demonstrates the trait more than a typical student
3. compares with a typical student
2. Demonstrates the trait less than a typical student
1. Seldom demonstrates this trait.

- | | |
|--|-----------|
| 1. Verbally proficient: exhibits and comprehends advanced vocabulary for grade level. | 1 2 3 4 5 |
| 2. Possesses a large storehouse of information about a range of subjects. | 1 2 3 4 5 |
| 3. "Sees more" or "gets more" out of a story or video. | 1 2 3 4 5 |
| 4. Has passionate interests; becomes easily absorbed in certain topics. | 1 2 3 4 5 |
| 5. Displays a great deal of curiosity; tries to grasp complex ideas. | 1 2 3 4 5 |
| 6. Is observant; notices unusual details. | 1 2 3 4 5 |
| 7. Shows logic in thinking: understands abstract concepts. | 1 2 3 4 5 |
| 8. Is persistent and independent; sticks to tasks that excite him/her. | 1 2 3 4 5 |
| 9. Catches on quickly and easily. | 1 2 3 4 5 |
| 10. Sensitive; visibly touched by sad or happy "situations;" protective of others' feelings. | 1 2 3 4 5 |
| 11. Exhibits wit and humor. | 1 2 3 4 5 |
| 12. Offers a variety of unique, clever, or unusual solutions to problems or questions. | 1 2 3 4 5 |
| 13. Exhibits imagination, creativity, and inventiveness. | 1 2 3 4 5 |
| 14. Handles responsibility well; can be counted on to do what he/she has promised and does well. | 1 2 3 4 5 |
| 15. Adapts readily to new situation; is flexible in thought and action and does not seem disturbed when normal routine is changed. | 1 2 3 4 5 |

Score: _____

Early Identification of the Gifted and Talented Criteria Record



Child's Name _____

Grade _____ School Year _____

Teacher Completing Form _____

Kindergarten

Kindergarten Screening Score _____

K-2 Nomination Form (50+ points) _____

Grade 1

Guided Reading Level (1st marking period/ 1-2 years above average/Level L/M) _____

K-2 Nomination Form (50+ points) _____

CCC Successmaker Reading/Mathematics (2 grade levels above average) _____

Grade 2

Guided Reading Level (1st marking period/1-2 years above average/Level P) _____

K-2 Nomination Form (50+ points) _____

CCC Successmaker Reading/Mathematics (2 grade levels above average) _____

Early Identification Student Progress Update

Child's Name _____

Grade _____ School Year _____

Teacher Completing Form _____

Building Principal's Signature _____

November Narrative:

June Narrative:

Curriculum Differentiation Planning for the Young Gifted



CURRICULUM DIFFERENTIATION is a broad term referring to the need to tailor teaching environments and practices to create appropriately different learning experiences for different students. Typical procedures in the case of gifted and talented students include:

- ⊠ deleting already mastered material from existing curriculum.
- ⊠ adding new content, process, or product expectations to existing curriculum,
- ⊠ extending existing curriculum to provide enrichment activities,
- ⊠ providing course work for able students at an earlier age than usual, and
- ⊠ writing new units of courses that meet the needs of gifted students.

Curriculum needs to be differentiated in terms of:

1. Learning environment: The aim is to create a learning environment which encourages students to engage their abilities to the greatest extent possible, including taking risks and building knowledge and skills in what they perceive as a safe, flexible environment. It should be:

- ⊠ **student-centered** – focusing on the student’s interests, input and ideas rather than those of the teacher.
- ⊠ **encouraging independence** – tolerating and encouraging student initiative,
- ⊠ **open** – permitting new people, materials, ideas and things to enter and non-academic and interdisciplinary connections to be made,
- ⊠ **accepting** – encouraging acceptance of others’ ideas and opinions before evaluating them,
- ⊠ **complex** – including a rich variety of resources, media, ideas, methods and tasks, and
- ⊠ **highly mobile** – encouraging movement in and out of groups, desk settings, classrooms, and schools.

Curriculum Differentiation Planning for the Young Gifted – K-2 Talented and Gifted Continued

2. Content modification: The aim is to remove the ceiling on what is learned, and use the student's abilities to build a richer, more diverse and efficiently organized knowledge base. This building can be facilitated by encouraging:

- ⊗ **abstractness** – with content shifting from facts definitions, and descriptions to concepts, relationships to key concept, and generalizations,
- ⊗ **complexity** – with content shifting from facts, definitions, and descriptions to factors separately,
- ⊗ **variety** – with content expanding beyond material presented in the normal program,
- ⊗ **study of people** – including the study of individuals or people, and how they have reacted to various opportunities and problems, and
- ⊗ **study of methods of inquiry** – including procedures used by experts working in their fields.

3. Process modification: The aim is to promote creativity and higher level cognitive skill, and to encourage productive use and management of the knowledge the students have mastered. This can be facilitated by encouraging:

- ⊗ **higher levels of thinking** – involving cognitive challenge using Bloom's Taxonomy of Cognitive Processes, logical problems, critical thinking, and problem solving,
- ⊗ **creative thinking** – involving imagination, intuitive approaches, and brainstorming techniques,
- ⊗ **open-endedness** – encouraging risk-taking and the response that is right for the student by stressing there is no one right answer,
- ⊗ **group interaction** – with highly able and motivated students sparking each other in the task, with this sometimes being on a competitive and sometimes on a cooperative basis (depending on the task and its objectives),
- ⊗ **variable pacing** – allowing students to move through lower order thinking more rapidly but allowing more time for students to respond fully on higher order thinking tasks,
- ⊗ **variety of learning processes** – accommodating different students' learning styles,

Curriculum Differentiation Planning for the Young Gifted – K-2 Talented and Gifted Continued

- ⊗ **debriefing** – encouraging students to be aware of and able to articulate their reasoning or conclusion to a problem or question, and
- ⊗ **freedom of choice** – involving students in evaluation of choices of topics, methods, products, and environments.

4. Product modification: The aim is to facilitate opportunities for talented students to produce a product that reflects their potential. This can be encouraged by incorporating:

- ⊗ **real problems** – real and relevant to the student and the activity,
- ⊗ **real audiences** – utilizing an “audience” that is appropriate for the product, which could include another student or group of students, a teacher (not necessarily the classroom teacher), an assembly, a mentor, and community, or specific interest group,
- ⊗ **real deadlines** – encouraging time management skills and realistic planning,
- ⊗ **transformations** – involving original manipulation of information rather than regurgitation, and
- ⊗ **appropriate evaluation** – with the product and the process of its development being both self-evaluated and evaluated by the product’s audience using previously established “real world” criteria that are appropriate for such products.

Teacher Resources for K-2 Curriculum Differentiation

Teaching Young Gifted Children in the Regular Classroom: Identifying Nurturing and Challenging Ages 4-9 by Joan Franklin Smutny, Sally Yahnke Walker (Contributor), Elizabeth A. Meckstroth

From the Back Cover

After the first week of school, the teacher asked Gerik what he was interested in. He responded, “The origins of unicorn mythology.” “Can you read?” his teacher asked. “Of course, everyone can,” he answered. “No,” replied the teacher, “Not many kindergarteners can read.” “That’s too bad,” said Gerik. “It’s how you find out about stuff.”

Gerik isn’t alone. Young gifted children are everywhere – in day care and preschool settings, kindergartens, and elementary classrooms. But most schools don’t formally identify children as “gifted” until third or fourth grade, and some schools wait until middle school or junior high! By then, some of the brightest children are bored, resentful underachiever.

Written for educators (and parents) who believe that all children deserve the best education we can give them, this book encourages and enables you to recognize and nurture giftedness in children as young as age four. Look inside to find a wealth of proven practical strategies and techniques you can start using immediately to:

- identify giftedness (and avoid the pitfalls of stereotypes and politics)
- infuse your classroom with an atmosphere of wonder and an attitude of acceptance and understanding
- recognize and teach to multiple intelligences
- present the curriculum in creative and challenging ways
- assess and document students’ development – and make the best use of standardized tests
- build partnerships with parents and enlist their support.

Entire chapters are devoted to topics including curriculum compacting, social studies, language arts, math and science, cluster grouping and cooperative learning, and finding and supporting giftedness in diverse populations. Scenarios and vignettes take you into teachers’ classrooms. Extensive references point you toward books, organizations, videos, publications, and Web sites to explore.

Includes frequently asked questions, common-sense answers, and dozens of reproducible handout masters for students, parents, and your own record keeping.

Teacher Resources for K-2 Curriculum Differentiation Continued

Different Strategies for Different Learners by Char Forsten, Jim Grant, and Betty Hollas
(Grades K-8)

Students' needs are varied. So you need a variety of strategies to teach different learners. That's exactly what you'll find in this book – 101 strategies. Strategies are arranged into grade level within each of the six sections: Classroom management, community building, teacher's toolbox, literacy, math, and assessment.

A number of management strategies that are often useful in implementing curriculum differentiation strategies include:

- ⊗ **the use of contracts** – allowing individualized and student negotiated programs and promoting the student's time-management skills and autonomy,
- ⊗ **conferencing** – allowing dedicated student negotiation and review, and
- ⊗ **grouping strategies** – facilitating children to work with “like minds” and encouraging group interactions.

K-5 TALENTED AND GIFTED

STUDENT OUTCOMES

The program will enhance the student's ability to:

- Master skills/content of the core curriculum;
- Demonstrate higher level thinking skills; and
- Apply skills in the acquisition and production of new knowledge.

PROCESS

General Exploratory Activities:

Exploratory activities are designed to expand students' knowledge and awareness of topics not ordinarily covered in the regular classroom. Field trips, presentations, and resource centers are geared towards student interests. The program and extra-curricular activities are designed to pique curiosity and interest in further research and investigation.

Group Training Activities:

Classroom methods, materials, instructional techniques are employed to enhance the development of the thinking and feeling processes in areas such as social and scientific problem solving, decision-making, critical and creative thinking, and philosophy and logic.

Individual and Small Group Investigations of Real Problems:

Research activities are employed which require students to plan independent investigations apply research skills, and share the results of the research with the appropriate audience.

K-5 TALENTED AND GIFTED
SCREENING AND IDENTIFICATION PROCESS
GRADES 3 - 5

Student screening is in accordance with Renzulli's Three Circle Description of Giftedness:

Above Average Ability

Creativity

Task Commitment

Students in grades 3-5 are screened and identified through:

- » Measure of Achievement (*Terra Nova / NJ ASK*)
- » Measure of Cognitive Ability (*Test of Cognitive Skills*)
- » Gifted and Talented Behavioral Rating (*Modified Renzulli Rating Scale**)

*The *Modified Renzulli Rating Scale* addresses the professional input stage of the TAG identification process. This rating scale enables the classroom teacher to focus on the true characteristics and behaviors of the gifted and talented. The highest possible score is 60 points.

Grade 3

- 95 percentile total score on the *Terra Nova* for Reading, Language Arts, and Mathematics
- Cognitive skills index score of 128 on most recent Aptitude Test
- Staff member recommendation using the *Modified Renzulli Student Rating Scale*

Grade 4

- Student achieves 12+ on the *NJ ASK3 for Reading (Working with Text and Analyzing Text)* and 19.6+ for Mathematics Problem Solving
- Cognitive skills index score of 128 on most recent Aptitude Test
- Staff member recommendation using the *Modified Renzulli Student Rating Scale*

Grade 5

- Student achieves 15+ on the *NJ ASK4 for Reading (Working with Text and Analyzing Text and 25+ for Mathematics Problem Solving)*
- Cognitive skills index score of 128 on most recent Aptitude Test
- Staff member recommendation using the *Modified Renzulli Student Rating Scale*

Students scoring 28 points and above on the Selection Matrix are eligible for *Screening Assessment for Gifted Elementary Students (SAGES-2)* screening. This assessment focuses on two areas: aptitude and achievement. A student attaining a standard score of 130 or above with equivalent percentile ranking of above the 97th percentile is eligible to participate in the Talented and Gifted Program.

**CLIFTON PUBLIC SCHOOLS
GIFTED AND TALENTED SELECTION GRADES 3-5**

Student # _____

Test Score _____

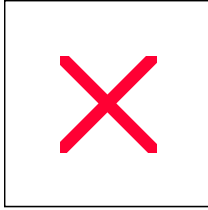
Screening:

- End of Grade 2
- Ongoing after Grade 2
- New students upon entering district

Students must achieve a score of 28 points or above which represents 80% of the highest possible score.

SELECTION MATRIX					
Test of Cognitive Skills (TCS/2)					
Total Score	10 Points	9 Points	8 Points	6 Points	3 Points
		141	135-140	130-134	126-129
Modified Renzulli Scale (Teacher Checklist)					
Modified Renzulli Scale	10 Points		8 Points		5 Points
	50-60		40-49		30-39
Terra Nova (CTBS Complete Battery Survey)					
Subtests	3 Points		2 Points		1 Point
Reading	90-99		80-89		70-79
Mathematics	90-99		80-89		70-79
Language	90-99		80-89		70-79
NJ ASK3 (New Jersey Assessment of Skills and Knowledge)					
Subtests	3 Points		2 Points		1 Point
Reading ◆Working with Text ◆Analyzing Text	18-20		15-17		12-14
Problem Solving	23.6 - 25.5		21.6 – 23.5		19.5 – 21.5
NJ ASK4 (New Jersey Assessment of Skills and Knowledge)					
Subtests	3 Points		2 Points		1 Point
Reading ◆Working with Text ◆Analyzing Text	21 – 23		18 – 20		15 – 17
Problem Solving	31 – 33		28 – 30		25 - 27

Students scoring 28 points and above on the Selection matrix are eligible for SAGES-2 screening. A student attaining a standard score of 130 or above with equivalent percentile ranking of above the 97th percentile is eligible to participate in the Talented and Gifted Program.



Clifton Public Schools
 TAG Program
 136 Valley Road, Clifton, NJ 07013
 Classroom 973-773-3413

Child's name _____ School _____ Date _____
 Current Grade _____
 Name of teacher completing form (preferably from preceding grade)

Please check (✓) the appropriate column: (Rare=0 points; Occasionally = 2 points; Usually = 3 points; Almost Always = 4 points)

	Rarely	Occasionally	Usually	Almost Always
1. Uses advanced vocabulary for age or grade level.				
2. Possesses a large storehouse of information about a variety of topics.				
3. Asks probing questions.				
4. "Sees more" or "gets more" out of a story or video.				
5. Reads on his/her own.				
6. Becomes absorbed in certain topics.				
7. Needs little external motivation to follow through in work that initially excites him/her.				
8. Is able to work independently.				
9. Is a risk taker.				
10. Displays a great deal of curiosity and asks questions about many things.				
11. Displays a sense of humor.				
12. Offers a variety of unique, clever, or unusual solutions to problems or questions.				
13. Exhibits imagination and creativity.				
14. Handles responsibility well; can be counted on to do what he/she promised and does it well.				
15. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when normal routine is changed.				

K-5 TALENTED AND GIFTED

PARENTAL APPEALS

An appeal procedure may be initiated through the building principal by the parent or guardian of any child who was not selected for participation in the TAG program. The parent may obtain a Parental Appeal Form from their school office. This form allows parents to bring to the attention of the TAG Committee any additional information relevant to the child's qualifications for the program. The completed form should be submitted to the building principal and forwarded to the TAG Program Coordinator who will bring the matter before the TAG Committee. The completed appeal form must be submitted to the TAG Program Coordinator by October 15th. Students that move into the district will be reviewed any time of the year.

Appeal Process Form Grades 3, 4, 5

Please complete the attached appeal process in order to recommend a student who did not meet the criteria for the TAG Cycles program.

Checklist of Steps

1. Parent or teacher obtains form from home school building principal.
2. Reason for appeal is filled out by initiator.
3. Form is returned to the school principal to complete test data section. Completed form is returned to TAG Program Coordinator.
4. All appeals to be reviewed by TAG Program committee at meeting scheduled after the deadline.
5. Written notification of acceptance or rejection mailed to parents and to principal of student's home school.

APPEAL DEADLINE IS OCTOBER 15TH, EXCEPT FOR MOVE IN CANDIDATES

CLIFTON PUBLIC SCHOOLS TAG PROGRAM

School Five
136 Valley Road
Clifton, NJ 07013
973 470-2386

APPEAL PROCESS FORM

Student Name _____ Grade _____ School _____

Parent Name _____

Address _____

Telephone Number _____

TEST / PERFORMANCE DATA:

TCS/2 SCORE _____

TERRA NOVA CTBS COMPLETE BATTERY SURVEY (NATIONAL PERCENTILE BY GRADE) _____

READING _____

MATHEMATICS _____

LANGUAGE _____

NJ ASK READING (Working with Text & Analyzing Test) _____

MATH PROBLEM SOLVING _____

MODIFIED RENZULLI RATING SCALE _____

MOVE IN ? _____

Building Principal

School

Date

Student Name

Grade

School

Please complete the following. (All information must be included in this form.)
DO NOT attach work samples.

1. Briefly state reason for appeal.

2. List any extenuating circumstances that may have adversely affected the child's test results.

3. List specific strengths and abilities that might not be indicated by test results.

Appeal initiated by: _____ Date _____

Appeal completed by: _____

K-5 TALENTED AND GIFTED

EXIT PROCEDURES

GRADES 3 - 5

Exit procedures are initiated by the teacher of the gifted as a result of his/her observations of the student, or upon the recommendation of the student's regular classroom teacher. The teacher of the gifted, the classroom teacher, and the principal will confer to consider the recommendation and, if necessary, to seek and review additional information from other staff members and/or the student's parents or guardians.

Parents will be informed if their child's placement in the program is being reconsidered and will have the opportunity to discuss the student's circumstances and status. A decision will be made whether the child will remain in the program or be discontinued from program participation.

Some indicators that program discontinuation may be desirable for an individual child include, but are not limited to the following:

- Inability to meet the requirements of the regular instructional program
- Reluctance to participate in program activities
- Inability to function constructively
- Inability or reluctance to meet the requirements of the TAG Program
- Expressed desire on the part of the student to discontinue his/her involvement in the program

K-5 TALENTED AND GIFTED

STATEMENT OF ATTENDANCE POLICY

Student attendance requirement is consistent with Board of Education Policy #5101 for the district.

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and is in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified individual needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition as stated within Policy #6409 concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the Core Curriculum Content Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modifications to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the individual student's developmental and linguistic needs.

**K-5 TALENTED AND GIFTED
MODIFICATIONS/SUPPLEMENTARY AIDS IN REGULAR EDUCATION FOR SPECIAL EDUCATION
STUDENTS**

To the maximum extent appropriate, an educationally disabled pupil shall be educated with children who are not educationally disabled. In developing the basic plan of the individual education program, the Child Study Team, Regular Education teacher, Special Education teacher, and parent/guardian shall determine the appropriateness of regular education program options with support, such as curricular or instructional modifications.

The following list contains only some of the curricular modification and instructional techniques available for implementation of the TAG program for educationally disabled pupils.

- Read tests orally, record student response; allow test retakes
- Reduce the amount of written work or class work by one half
- Grade student on what is handed in, do not penalize for incomplete assignment / homework /spelling
- Allow student to finish tests and quizzes during school, or in the Resource Center; allow additional time for tests
- Do not require student to make up work when absent
- Provide preferential seating, study carrels
- Keep desk free from extraneous materials
- Provide adequate space for movement
- Extend time for processing information
- Cue student to stay on task
- Establish an individual daily schedule
- Break work into shorter segments
- Rewrite tests / consider spacing and crowding
- Test for content and knowledge in subject areas
- Grading modifications based on individual goals
- Verbal cues and prompts
- Proximity control
- Logical consequences / natural reinforces / immediate feedback
- Augmentative communication systems (i.e., Alpha Talker)
- Books on tape / study guides
- Differentiated activities / assignments
- Homework Clubs, homework assignment pads
- Vary test formats, short answers, matching, essay
- Alternative response modes: points, writes, circles
- Curriculum-based assessment
- Peer tutoring: Individual and Class wide models
- Cooperative learning groups
- Advance organizers / outlines / study guides / mapping guides
- Note-taking assistance / note-taking strategies
- Rephrasing/redirecting / preview strategies / mnemonic devices
- Computer assisted instruction
- Assistive technology devices
- Math: calculator, tables, number lines, manipulatives
- Vary input: lecture, demonstration, simulations
- Vary output: oral, written games, role plays
- Vary questioning techniques
- Parallel activities or curriculum

Modifications/Supplementary Aids In Regular Education For Special Education

- Provide summary of reading assignment: written / taped
- Use checklist or review / study procedures
- Behavioral contingency contracts / planned ignoring
- Time out / time away
- Rules and routines clear and consistent

**K-5 TALENTED AND GIFTED
ENGLISH LANGUAGE LEARNERS
GENERAL MODIFICATIONS FOR INSTRUCTIONAL ACTIVITIES**

In order to ensure that English Language Learners are fully integrated into classroom life and can participate in all mainstream content areas, certain modifications and differentiated criteria shall be implemented. The following modifications can be utilized to suit the needs of English Language Learners in the mainstream classes outlined in this curriculum guide. After consultation with an ESL/Bilingual teacher and identification of student's proficiency level, the mainstream content area teacher can choose the appropriate strategies. Teachers should:

Beginning ESL Students

- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionaries
- Speak slowly and clearly
- Use gestures, facial expressions, and visuals
- Ask yes/no questions
- Model: use concrete demonstration of abstract concepts
- Use manipulatives, props, pictures, and concrete objectives as much as possible
- Assign a native language partner/peer tutor
- Use study guides/outline chapters
- Monitor use of notebooks
- Differentiated grading and requirements

Beginning and Intermediate ESL students

- Simplify language/avoid idioms
- Use cooperative learning groups/set up peer tutoring pairs to encourage participation
- Use videos to reinforce content
- Tape record lessons and text readings
- Incorporate appropriate student software into planning and assignments
- Highlight key words and concepts
- Reduce the number of items for tests, class work, and homework
- Allow for repetition of material in various modes, (oral, written, visual, song)
- Allow verbal response in place of written
- Use manipulatives and hands-on activities
- Use graphic organizers, Venn diagrams and outlines to visually present information
- Encourage students to organize information through the use of such organizers
- Build background knowledge prior to lessons, students may not be aware of culturally specific events or objects
- Provide multiple choice options for open ended questions
- Use student as a resource whenever possible
- Differentiated grading and requirements

Advanced ESL students and recently exited ESL students (see above as needed)

- Score writing holistically (focus on the content of ideas rather than grammar)
- Use cooperative learning groups/set up peer tutoring pairs

English Language Learners General Modifications For Instructional Activities

- Highlight key words
- Encourage participation by fostering a supportive class climate and allowing for mistakes
- Use graphic organizers
- Modify and support writing assignments and assessments
- Build background knowledge through class discussions especially if material is culturally specific to the United States
- Use student as a resource whenever possible/highlight student successes

K-5 TALENTED AND GIFTED

PROGRAM GOALS

- I. DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK
 - A. To acquire skills in obtaining information, solving problems, thinking critically, and communicating effectively.
 - B. To develop and awareness of opportunities and requirements related to a specific field of work.

- II. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE
 - A. To learn to enjoy the process of learning and to acquire the scientific skills and methods necessary for a lifetime of continuous learning and adaptation to change.
 - B. To develop a positive attitude toward continuing independent learning.
 - C. To instill habits of critical thinking and scientific methods and their application.

- III. DEVELOP GOOD CHARACTER AND SELF-RESPECT
 - A. To develop the understanding of honesty, ethical principles, and values and apply them in their daily lives.
 - B. To develop moral responsibility and a sound ethical moral behavior.
 - C. To develop the capacity to discipline oneself to work, study, and utilize time most constructively.
 - D. To develop intellectual honesty, scientific integrity, and willingness to compromise with trust as known.
 - E. To develop standards of personal character and ideals.

- IV. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH
 - A. To develop an understanding of one's own worth, abilities, potentialities limitations and pride in achievements and progress.
 - B. To develop self-understanding and self-awareness.
 - C. To develop a feeling of positive self-worth, security, and self-assurance.

- V. GAIN A GENERAL EDUCATION
 - A. To acquire information concerning the principles of the physical, biological, and social sciences, the historical record of human achievements and failures, and current social issues.
 - B. To develop background skills in the use of numbers, natural sciences, mathematics and social sciences.
 - C. To develop special interests and abilities.

**Program Goals – K-5 Talented and Gifted
Continued**

VI. LEARN TO BE A GOOD MANAGER OF RESOURCES

- A. To acquire the skills in management of natural and human resources that permit students to play a satisfying and responsible role as a producer and consumer in their environment.
- B. To become an effective and responsible contributor to the decision making processes of political and other institutions of the community, state, country, and world.

VII. LEARN HOW TO EXAMINE AND USE INFORMATION

- A. To develop skills of thinking and proceeding logically.
- B. To develop reasoning abilities.
- C. To develop the ability to examine constructively and creatively.
- D. To develop the ability to use scientific methods.

VIII. LEARN ABOUT AND TRY TO UNDERSTAND CHANGES THAT TAKE PLACE IN THE WORLD

- A. To achieve a critical attitude of awareness, interest, and understanding of the environment and a desire to know more about it.
- B. To create a pattern of reasoning education that will enable people to function better in the world in which they live.
- C. To gain an understanding of forces, phenomena, processes, materials, and living things that interact to produce the world in which we live.

IX. DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING

- A. To develop effective methods of communication to gain the ability to think clearly and to express ideas orally and in writing, with clarity and logic.
- B. To develop the ability to read with understanding and satisfaction.
- C. To perform fundamental operations with reasonable accuracy such as interpretation of maps, graphs, charts, tables, and measurement.

X. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

- A. To acquire the knowledge, habits, and attitudes that promote personal and public health both physical and mental
- C. To acquire information useful in solving the problems of everyday living.
- D. To make practical use of information gained in the classroom which may aid students in their everyday lives.

K-5 TALENTED AND GIFTED

STUDENT OUTCOMES

The student shall be able to demonstrate the following knowledge, skills, behavior, and attitudes:

I. Critical Thinking Ability

Inductive thinking skills

- Determining cause and effect
- Analyzing open ended problems
- Reasoning by analogy
- Making inferences
- Determining relevant information
- Recognizing information
- Solving insight problems

Deductive thinking skills

- Using logic
- Spotting contradictory statements
- Analyzing syllogisms
- Solving spatial problems

Evaluative thinking skills

- Distinguishing between facts and opinion
- Judging credibility of a source
- Observing and judging observation reports
- Identifying central issues and problems
- Recognizing underlying assumptions
- Detecting bias, stereotypes, clichés
- Recognizing loaded language
- Evaluating hypotheses
- Classifying data
- Predicting consequences
- Demonstrating sequential synthesis of information
- Planning alternative strategies
- Recognizing inconsistencies in information
- Identifying stated and unstated reasons
- Comparing similarities and differences
- Evaluating arguments

Student Outcomes - K-5 Talented and Gifted Continued

II. Creative Thinking Ability

- A. Attribute listing
 - Awareness of characteristics
- B. Fluency
 - Generating multiple ideas
- C. Flexibility
 - Generating different ideas
- D. Originality
 - Generating unique ideas
- E. Elaboration
 - Generating detailed ideas
- F. Synthesizing information
 - Combine parts into a whole

III. Problem Solving Ability

- A. Identifying general problem
- B. Clarifying problem
- C. Formulating hypothesis
- D. Formulating appropriate questions
- E. Generating related ideas
- F. Formulating alternative solutions
- G. Choosing best solution
- H. Applying the solution
- I. Monitoring the acceptance of the solution
- J. Drawing conclusions

IV. Metacognitive Skills

- A. Knowledge and control of oneself
 - Attitudes
 - Learning from failure and belief in oneself
 - Attention
 - The knowledge that different tasks require different attention levels, the ability to control own attention, and the use of selective attention skills
 - Commitment
 - The ability to stay with a task even when it is difficult
- B. Knowledge and control of process
 - Planning
 - The deliberate selection of a strategy or plan of action prior to an activity
 - Application

Student Outcomes - K-5 Talented and Gifted Continued

- The application of the selected strategy
- Regulating and Monitoring
- Checking progress toward intended goal, the ability to change or adapt strategy as necessary
- Evaluation
- Determining success or failure of a strategy and assessing current knowledge state

METHODS OF INSTRUCTION

Student instruction is accomplished by means of a combination of teacher centered and learner centered methods. Methods include, but are not limited to:

- I. Direct instruction
 - Mastery lecture
 - Demonstration
 - Compare/contrast
 - Didactic questioning
- II. Indirect instruction
 - Reflective discussion
 - Problem solving
 - Guided inquiry
 - Concept formation
- III. Interactive instruction
 - Cooperative learning
 - Circle of knowledge
 - Interviewing
 - Peer practice
- IV. Independent Study
 - Reports
 - Research projects
 - Learning centers
 - Computer assisted instruction
- V. Experiential learning
 - Conducting experiments
 - Field trips
 - Games
 - Role playing

K-5 TALENTED AND GIFTED
MATERIALS FOR INSTRUCTION

A wide variety of instructional materials are necessary to enhance the learning experience. The materials include, but are not limited to:

- I. Fine arts materials
 - Prints
 - Craft supplies
 - Literature
 - Software
 - Internet

- II. Mathematics
 - Manipulatives
 - Calculators
 - Software
 - Literature
 - Internet

- III. Social Studies
 - Maps
 - Globes
 - Software
 - Literature
 - Internet

- IV. Science
 - Microscopes
 - Models
 - Literature
 - Software
 - Internet

- V. Audio-visual
 - Videotapes
 - Audio recordings
 - Video camera
 - Digital camera

K-5 TALENTED AND GIFTED

STUDY SKILLS

A variety of the following study skills are infused into the curriculum at appropriate junctures:

- I. Analytical Skills
 - Observation
 - Attribute listing
 - Comparing/contrasting
 - Classifying
 - Sequencing
 - Identifying relationships
 - Identifying patterns
 - Predicting
 - Cause/effect
 - Comprehending analogies/metaphors
 - Formulating
 - Summarizing
 - Making inferences

- II. Critical Thinking Skills
 - Analyzing trends
 - Setting goals
 - Making decisions
 - Developing hypothesis
 - Testing generalizations
 - Inductive reasoning
 - Distinguishing reality/fantasy
 - Determining advantages/disadvantages
 - Identifying point of view
 - Determining bias
 - Distinguishing bias
 - Distinguishing fact/opinion
 - Judging accuracy
 - Determining relevance
 - Judging credibility of sources
 - Recognizing assumptions/fallacies
 - Examining viewpoints
 - Drawing conclusions

Study Skills - K-5 Talented and Gifted Continued

III. Creative Thinking Skills

- Fluency
- Flexibility
- Originality
- Elaboration
- Brainstorming
- Visualizing
- Inventing
- Finding problems
- Solving problems

IV. Interpersonal/Intrapersonal Skills

- Effective communication
- Task commitment
- Self evaluation
- Peer evaluation

K-5 TALENTED AND GIFTED

METHODS OF EVALUATION

Student learning is assessed through a variety of formal and informal methods. Methods include, but are not limited to:

I. Constructed response

- Concept mapping
- Open ended responses
- Venn Diagram
- Journal Response

II. Product assessment

- Research paper
- Project
- Essay, poem or story
- Poster

III. Performance assessment

- Oral presentation
- Demonstration
- Debate
- Dramatic performance

IV. Process focused assessment

- Interview
- Observation
- Conference
- Self assessment
- Learning log

CORE CURRICULUM CONTENT STANDARDS – INDEX

VISUAL AND PERFORMING ARTS

Name of Course: *K-5 Talented and Gifted*

Numerical Reference	Standard	Reference Page in Guide
Standard 1.1	(AESTHETICS) All students will use aesthetic knowledge in the creation of and in responses to dance, music, theater, and visual art.	Page 43,47
Standard 1.2	(CREATION AND PERFORMANCE) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.	Page 43,45,47
Standard 1.3	(ELEMENTS AND PRINCIPLES) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.	Page 47
Standard 1.4	(CRITIQUE) All students will develop, apply, and reflect upon knowledge of the process of critique.	Page 46,47
Standard 1.5	(HISTORY/CULTURE) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.	Page 45,47

CORE CURRICULUM CONTENT STANDARDS – INDEX

LANGUAGE ARTS LITERACY

Name of Course: *K-5 Talented and Gifted*

Numerical Reference	Standard	Reference Page in Guide
Standard 3.1	(READING) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Page 42,43,44,45,46, 47
Standard 3.2	(WRITING) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Page 42,43,44,45,46, 47
Standard 3.3	(SPEAKING) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	Page 42,43,44,45,46, 47
Standard 3.4	(LISTENING) All students will listen actively to information from a variety of sources in a variety of situations.	Page 42,43,44,45,46, 47
Standard 3.5	(VIEWING AND MEDIA LITERACY) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.	Page 42,43,44,46,47

CORE CURRICULUM CONTENT STANDARDS – INDEX

MATHEMATICS

Name of Course: *K-5 Talented and Gifted*

Numerical Reference	Standard	Reference Page in Guide
Standard 4.1	(NUMBER AND NUMERICAL OPERATIONS) All students will develop number sense and will perform standards numerical operations and estimations on all types of numbers in a variety of ways.	
Standard 4.2	(GEOMETRY AND MEASUREMENT) All students will develop spatial sense and the ability to use geometric properties, relationships and measurement to model, describe, and analyze phenomena.	Page 45
Standard 4.3	(PATTERNS AND ALGEBRA) All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.	
Standard 4.4	(DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS) All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.	
Standard 4.5	(MATHEMATICAL PROCESSES) All students will use mathematical processes of problem-solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.	Page 42,45

CORE CURRICULUM CONTENT STANDARDS – INDEX

SCIENCE

Name of Course: *K-5 Talented and Gifted*

Numerical Reference	Standard	Reference Page in Guide
Standard 5.1	(SCIENTIFIC PROCESS) All students will develop problem-solving, decision making and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.	Page 42,43,44
Standard 5.2	(SCIENCE AND SOCIETY) All students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.	Page 42,43,44,45
Standard 5.3	(MATHEMATICAL APPLICATIONS) All students will integrate mathematics as a tool for problem-solving in science, and as a means of expressing and/or modeling scientific theories.	Page 42,45
Standard 5.4	(NATURE AND PROCESS OF TECHNOLOGY) All students will understand will understand the inter-relationships between science and technology and develop a conceptual understanding of the nature and process of technology.	Page 42,44,45
Standard 5.5	(CHARACTERISTICS OF LIFE) All students will gain an understanding of the structure, characteristics, and basic needs of organisms and will investigate the diversity of life.	
Standard 5.6	(CHEMISTRY) All students will gain an understanding of the structure and behavior of matter.	Page 44
Standard 5.7	(PHYSICS) All students will gain an understanding of natural laws as they apply to motion, forces, and energy transformations.	Page 42

**Core Curriculum Content Standards – Science Index
Continued**

Standard 5.8	(EARTH SCIENCE) All students will gain an understanding of the structure, dynamics, and geophysical systems of the earth.	Page 44
Standard 5.9	(ASTRONOMY AND SPACE SCIENCE) All students will gain an understanding of the origin, evolution, and structure of the universe.	
Standard 5.10	(ENVIRONMENTAL STUDIES) All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.	Page 42,43,44

CORE CURRICULUM CONTENT STANDARDS – INDEX

SOCIAL STUDIES

Name of Course: *K-5 Talented and Gifted*

Numerical Reference	Standard	Reference Page in Guide
Standard 6.1	(CIVICS) All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in our democratic society.	
Standard 6.2	(WORLD HISTORY) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.	Page 43,46,47
Standard 6.3	(UNITED STATES AND NEW JERSEY HISTORY) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.	Page 43,46,47
Standard 6.4	(ECONOMICS) All students will acquire an understanding of key economic principles in relation to individuals, institutions, and governments.	
Standard 6.5	(GEOGRAPHY) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.	Page 42,43,44

CORE CURRICULUM CONTENT STANDARDS – INDEX

TECHNOLOGICAL LITERACY

Name of Course: *K-5 Talented and Gifted*

Numerical Reference	Standard	Reference Page in Guide
Standard 8.1	(COMPUTER AND INFORMATION LITERACY- TECHNOLOGY) All students will use TECHNOLOGY SKILLS AND TOOLS computer applications to gather and organize information and to solve problems.	Page 42,43,44,45,46, 47
Standard 8.2	(TECHNOLOGY EDUCATION – ENGINEERING AND TECHNOLOGICAL DESIGN) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.	Page 42,43,44,45

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Numerical Reference	Standard	Reference Page in Guide
Standard 9.1	(CAREER AWARENESS AND TECHNICAL EDUCATION) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.	Page 42,43,44,45,46, 47,48,49,50
Standard 9.2	(CONSUMER, FAMILY, AND LIFE SKILLS) All students will demonstrate critical life skills in order to be functional successful members of society.	Page 42,43,44,45,46, 47,48,49,50

K-5 TALENTED AND GIFTED

COURSE OUTLINE

Unit: The Power of Electricity

- CCCS 3.1A-H; 3.2 A-D, 3.3A-D; 3.5A,B; 4.5D-F 5.1A-C; 5.2A,B; 5.3D 5.4A-C, 5.7A,B, 5.10A,B 6.5D,E; 8.1A,B; 8.2A-C 9.1A,B; 9.2A-F**
- I. Demonstrate the process of scientific investigation and design, conduct, and communicate about, and evaluate such investigations.
- A. questioning
 - B. hypothesizing
 - C. following a procedure
 - D. determining results
 - E. forming a conclusion
- II. Analyze common properties, forms, and changes in matter and energy.
- A. experiment to learn the difference between a closed, open, and short circuit
 - B. experiment to learn how conductors and insulators affect an electric current
 - C. experiment with both static and current electricity to identify the properties of each electricity type
- III. Recognize interrelationships among science, technology, and human activity and how they affect the world.
- A. examine advances made in technology over time
 - B. review several milestone advances and predict how our lives will be altered ten years from now due to technological advances

Course Outline - K-5 Talented and Gifted Continued

Unit: The Lewis and Clark Expedition

CCCS 1.1B; 1.2C; 3.1A-H

3.2A-D; 3.3A-D; 3.4A,B

3.5A,B; 5.1A,B; 5.2A,B; 5.10A

B; 6.2; 6.3A,B; 6.5A,B,D;

8.1A,B; 8.2A,B; 9.1A,B; 9.2A-D

- I. Examine the historical context of the Expedition and trace the path followed by the Corps of Discovery.
 - A. use Web technology to access information on the explorations of Lewis and Clark and the Corps of Discovery
 - B. interpret information from maps through historical and current map comparisons
- II. Evaluate the purpose of the expedition and the supplies and people who were a part of the expedition.
 - A. make decisions on what skills, tools, and supplies would be needed to go on a journey like Lewis and Clark's
 - B. write a first person journal as if they were in the Corps of Discovery
- III. Investigate change over time to gain perspective on the successes of the Lewis and Clark journey.
 - A. use technology tools to synthesize information and communicate that knowledge
 - B. analyze the dates and the passage of time
 - C. demonstrate comprehension through experiential response
- IV. Develop an understanding of the Native American cultures encountered by Lewis and Clark and how they assisted the Corps of Discovery.
 - A. identify the contributions that York, Sacagawea, and several other tribes made toward the success of the expedition

Course Outline - K-5 Talented and Gifted Continued

Unit: Earth Science: Rocks that Tell Time

- I. Recognize and describe different types of earth materials. **CCCS 3.1 A-H; 3.2 A-D; 3.3 A-D3.4 A,B; 3.5A,B; 5.1A-C 5.2A,B; 5.4A-D; 5.6 A,B; 5.8A-D5.10A,B; 6.5A-C E; 8.1A,B; 8.2A-C; 9.1A B; 9.2 A-D,E**
- A. Soil
- B. Rocks
- C. Minerals
- II. Discover how rocks and fossils are used to understand the history of the earth and provide evidence about the nature of early life on earth.
- A. rock cycle
- B. igneous, sedimentary, metamorphic rock
- C. mineral identification
- D. natural resources
- III. Understand the importance of scientific evidence in constructing a model of early life on earth.
- A. fossils
- B. geologic time
- C. evolution
- IV. Interpret science concepts using forms of writing.
- V. Describe how technology facilitates construction using earth materials.
- VI. Develop an awareness of contributions made to science by geologists and paleontologists.

Course Outline - K-5 Talented and Gifted Continued

Unit: Symmetry and Transformations

I. Develop geometric understanding and spatial skills through manipulation. Explore aspects of transformational geometry and symmetry.

- A. spatial patterns
- B. symmetric patterns

CCCS 1.2 D; 1.5 A,B; 3.1 A-H
3.2 A-D; 3.3 A-C, 3.4 A-B, 4.2 A, B, E; 4.5 A-F
5.2 A,B; 5.3 B,C; 5.4 B, 8.1 B; 8.2 A-C; 9.1 A,B,E; 9.2 A-C

II. Investigate, describe, and reason about the results of subdividing, combining, and transforming shapes.

- A. symmetry
- B. translations
- C. reflections
- C. rotations

III. Describe the use and concepts of congruence, similarity, and symmetry to solve problems.

IV. Explore the concept of lines of symmetry in two-dimensional shapes.

V. Predict and describe the results of transformations of two dimensional figures.

VI. Describe examples of geometric transformations.

- A. architecture
- B. wallpaper
- C. clothing

VII. Investigate the art of transformation.

- A. Research the work of M.C. Escher.
- B. Describe and create original tessellating designs.

**Course Outline - K-5 Talented and Gifted
Continued**

Unit: Exploring Tall Tales

- I. Analyze Tall Tales to identify the characteristics the understand the main elements of the genre. CCCS 1.4A-B;3.1A-H;3.2A-D3.3A-D; 3.4A-B; 3.5A,B 6.2; 6.3A; 8.1A,B; 9.1A,B, 9.2 A-D
- A. story structure
 - B. oral tradition
 - C. setting
 - D. character
 - E. conflict
 - F. hyperbole
- II. Respond to literature through writing and discussion using the four stances.
- A. global understanding
 - B. developing interpretation
 - C. personal reflections and responses
 - D. critical stance
- III. Apply the characteristics and elements of Tall Tales to write original folklore.

**Course Outline - K-5 Talented and Gifted
Continued**

Unit: How the West Was Painted

- I. Identify and describe qualities of line, shape, color and texture of observed art. **CCCS 1.1A,B; 1.2D; 1.3D; 1.4A,B; 1.5A,B; 3.1A-H; 3.2A-D, 3.3A-D; 3.4A,B; 3.5A,B; 6.2; 6.3A,B; 8.1A,B; 9.1A,B; 9.2A-D**
- A. analyze the composition of landscapes
- II. Determine ways in which artists communicate ideas, feelings and experiences by comparing the work of different artists.
- A. examine and describe works by various artists
- III. Analyze the technical, stylistic and expressive qualities of artworks from the same time and place.
- A. compare American realism with other styles
B. compare written accounts of the American West with visual representations
- IV. Select ideas and images from imagination and observation to express or interpret through art.
- A. organize landscape elements into an original composition
- V. Describe aesthetic qualities observed in nature and in human made objects using oral and written language.

K-5 TALENTED AND GIFTED

CAREER INFUSION

I. AWARENESS OF SELF

- A. Becomes aware of personal characteristics including strengths and limitations
 - 1. Considers careers in terms of strengths and limitations
 - 2. Accurately describes own scholastic abilities
- B. Identifies a preferred life style
 - 1. Understands that careers are related to life style
 - 2. Identifies from a variety of lifestyles those most compatible with personal characteristics and needs
- C. Relates personal needs, values, and interests to behavior decisions and careers
 - 1. Explores personal interests
 - 2. Explores careers in terms of interests and abilities
 - 3. Understands that one's career can combine skills and interests

II. IMPROVE HUMAN RELATIONSHIPS, INCREASE INTERPERSONAL SKILLS

- A. Reacts positively to constructive criticism
 - 1. Gives and profits from constructive criticism
 - 2. Use information gained through constructive criticism to effect change in self and others
- B. Works with others regardless of sex, race, or cultural differences
- C.
 - 1. Uses positive means for working with others
 - 2. Assumes an active role in group situations
 - 3. Understands the need for and maintains open communications

III. IMPROVE CAREER PLANNING AND DECISION-MAKING SKILLS

- A. Able to use decision-making processes
 - 1. Obtains adequate and relevant information for decisions
 - 2. Uses information sources effectively in making decisions
- B. Demonstrates the ability to participate in group decision-making
 - 1. Identifies the kinds of decisions that are made in groups
 - 2. participates effectively in group decision-making

II. IMPROVE WORK, ATTITUDES, AND APPRECIATION FOR CAREER SUCCESS

- A. Demonstrates initiative and independence
 - 1. Engages in activities independently
 - 2. Engages in independent study and independent tasks
- B. Exhibits positive work attitude

**Career Infusion – K-5 Talented and Gifted
Continued**

1. Identifies ways in which occupation, jobs, and work situations can be personally satisfying
 2. Identifies ways in which workers can improve their work in terms of satisfaction
- C. Plans and completes tasks efficiently and thoroughly
1. Demonstrates self-discipline in completing tasks
 2. Values planning in organizing work and completing jobs
- D. Uses health and safety habits
1. Explores safety aspects of jobs
 2. Evidences concern for safety of self and others
- V. IMPROVE PROFICIENCY OF COMMUNICATION AND COMPUTATIONAL SKILLS
- A. Understands how good listening skills apply to careers explored
- B. Uses writing and speaking skills effectively
1. Uses writing and speaking skills in and out of school
 2. Uses diverse writing and speaking skills effectively
- C. Uses critical and objective thinking
1. Identifies situations in which research skills are needed
 2. Conducts personal research in problem solving and independent learning
- D. Relates computational skills to careers
1. Identifies computational skills needed on a variety of career clusters and levels
 2. Identifies and masters computational skills used in preferred occupations
- E. Uses computational skills effectively
1. Masters computational skills appropriate for grade level and interests
 2. Applies computational skills appropriately
- VI. GAINS KNOWLEDGE OF THE CAREER IMPLICATION OF SUBJECT MATTER
- A. Identifies career implication of school experiences
1. Explores careers and plans school experiences in terms of personal interest and skills already learned
 2. Applies course experiences to job requirements
- B. Relates specific school experiences to job requirements
1. Understand career implication of specific subject matter
 2. Explores careers in terms of educational requirements

**Career Infusion – K-5 Talented and Gifted
Continued**

VII. ACQUIRE AND APPLY SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

- A. Evidences technological understanding
 - 1. Traces impact of technology on careers explored
 - 2. Acquires skills needed to work with technologies related to preferred occupations

VIII. INCREASE KNOWLEDGE OF CAREER AND OCCUPATIONAL INFORMATION

- A. Uses knowledge of personal values, interest, needs, and limitations to explore Career options by relating personal characteristics to preferred occupations
- B. Develop awareness of a range of career options and their requirements by developing skills which can be combined in a number of ways in different careers

IX. MARKETABLE SKILLS AND ADAPTABILITY

- A. Understands effects of technological change
 - 1. Explores emerging careers and occupations
 - 2. Considers implications of future technological change on preferred occupations

X. LEISURE PREFERENCES

- A. Identifies personal leisure preferences
 - 1. Relates values and interests to use of leisure time
 - 2. Evaluates leisure activities in terms of personal values and goals
- B. Describes the role of leisure in living: pleasure, personal, social, intellectual development, health, and fitness
 - 1. Assesses the value of hobbies and activities in personal development
 - 2. Values leisure activities

K-5 TALENTED AND GIFTED

AFFIRMATIVE ACTION STATEMENT

The curriculum offerings of the TAG Program are open to enrollment of all students. Programs have been specifically designed to meet the needs of the student population and do not discriminate on the basis of sex, race, or disability.

Instructional materials selected for use have been carefully reviewed to determine minority exclusion, role stereotyping and linguistic bias. Textbooks, supplementary materials and films used, incorporate a balanced presentation of races, females and males in illustrations, themes and activities. Career exploration emphasizes the choice of career and lifetime vocational development attitudes for male and female students. Traditional biases: sexism, racism, ageism and disability bias in the work place are examined and analyzed.

The TAG Program is committed to fostering equity, the recognition and acquiescence of affirmative action principles, and to exemplifying its commitment to the school community.

AFFIRMATIVE ACTION ACTIVITIES

1. Students research non-traditional careers then give an oral or written presentation of their findings.
2. Students research the personal and professional lives of women who have made contribution to society, then give an oral or written presentation of their findings.
3. Students research the personal professional lives of minorities then give an oral or written presentation of their findings.
4. Bulletin board displays depicting the various accomplishments of women, minorities, and Caucasian males in equal proportions.
5. In creative thinking activities in class, where the students must come up with an answer to a problem posed divide the students into groups equally, making groups of varied ethnic and racial backgrounds and sex.
6. Questioning techniques should use all six levels of Blooms' Taxonomy, asked equally among all students regardless of racial or ethnic backgrounds and sex.
7. Task division should be made equally among all students.
8. Group students according to conflicting observed student biases, to promote understanding (where appropriate, teacher should use discretion).

**Affirmative Action Activities – K-5 Talented and Gifted
Continued**

9. Group students into according to conflicting personality traits to promote tolerance where appropriate (teacher should use discretion).
10. Discuss with student the importance of accepting the differences in others. Create visual displays as culminating activities.
11. Assign student tasks without using stereotypical activities (i.e. let males get supplies while females review instructions and/or directions).
12. Define friendship and discuss ways to remove bias barriers that exist among people.

K-5 TALENTED AND GIFTED

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EXECUTIVE SUMMARY OF CURRICULUM GUIDE

K-5 TALENTED AND GIFTED

PROGRAM DESCRIPTION

The goal of the TAG Program is to remove the ceiling on what is learned and to encourage and develop knowledge acquisition, thinking skills, creative expression, and student interaction. TAG students are actively engaged in critical and creative thinking, exploring, researching, and writing. Students are provided with a variety of stimulating hands-on learning experiences and an atmosphere designed to foster positive feedback and allow for individuality. Through the use of open ended questioning, differentiated instruction, and cooperative learning experiences students are encouraged to develop a fellowship and the self-confidence to work hard and pursue intelligent and creative endeavors.

STUDENT POPULATION

Through the use of multiple criteria, measuring intellectual ability, academic aptitude, and creative thinking, approximately 3-5% of the general population of students in grades kindergarten through five are labeled as talented and gifted.

Students in grades K-2 who are identified as intellectually gifted are enriched in the classroom through curriculum differentiation. Students in Kindergarten through grade 2 are identified as gifted using the following multiple measures::

- Kindergarten Screening Instrument
- K-2 Nomination Form
- Guided Reading Level
- CCC Successmaker Reading/Mathematics Level

Students in grades 3-5 who are identified as intellectually gifted are provided with a pull out enrichment program in which they are grouped with similarly gifted students. Through four cycles each year, students attend the TAG Program one day per week. Each cycle of TAG consists of two to three units of study. Students in grades 3-5 are identified as gifted using the following multiple measures:

- Terra Nova / NJ ASK3/ NJ ASK4* (Measure of Achievement)
- Test of Cognitive Skills* (Measure of Cognitive Ability)
- Modified Renzulli Rating Scale* (Talented and Gifted Behavioral Rating)
- Screening Assessment for Gifted Elementary Students (Aptitude and Achievement Levels)

CHANGES MADE

The guide was revised and aligned to the New Jersey Core Curriculum Content Standards. Identification and enrichment of K-2 students was developed and added to the guide. In addition, the identification process in students in grades 3 – 5 was revised. The bibliography was updated to include current references.

COMMITTEE MEMBERS

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